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ABSTRACT

This document contains an internal evaluation of guidance services in Scarborough, Ontario schools undertaken to achieve the following: (1) to investigate what guidance services should be provided to Scarborough students (by reviewing curriculum documents, surveying involved persons, and reviewing the success of the service); and (2) to assess how well guidance services are being provided (by relating services to objectives, examining usage of services, and surveying parent and teacher attitudes). A chapter on the research plan presents the purposes of the study, a definition of the survey population, an explanation of the questionnaire development, plans for data collection and analysis, and a description of data reporting. The three chapters of evaluation results focus on return rate of questionnaires, secondary school guidance objectives, and secondary school guidance services. Evaluation of guidance services in the Scarborough elementary schools is addressed in a separate chapter which covers objectives, activities related to objectives, a discussion of elementary school student needs, and a survey of attitudes of grade eight students toward grade nine programs. The final chapter contains summaries of results, conclusions, and recommendations for guidance services. Appendices contain a summary of guidance services; cover letters; tables of comments; and nine questionnaires for students, guidance counselors, parents, teachers, supervisory officers, trustees, and the business community. Thirty-three data tables are included. (NRB)

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Internal Evaluation Report No. 6:
An Evaluation of Guidance Services in Scarborough Schools

ED265462

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SCARBOROUGH CO-OPERATIVE EVALUATION AND DEVELOPMENT OF SCHOOL SYSTEMS (ORDESS) PROJECT

INTERNAL EVALUATION REPORT NO. 6:

AN EVALUATION OF GUIDANCE SERVICES IN SCARBOROUGH SCHOOLS

SCARBOROUGH'S CO-OPERATIVE EVALUATION AND DEVELOPMENT OF SCHOOL SYSTEMS (CEDSS) PROJECT

SCARBOROUGH BOARD OF EDUCATION
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I. INTRODUCTION

As indicated in the report which provides the background of Scarborough's Co-operative Evaluation and Development of School Systems (CEDSS) project, Guidance Services was one of seven areas selected for evaluation.

Once a sub-committee had been named, the task of isolating the evaluation questions commenced with a meeting in June, 1981, followed by others during September, 1981. The procedures used for arriving at the evaluation questions, as well as the questions and the factors considered in their selection, were documented in the sub-committee's Interim Report Number 1, October 1, 1981.

The development of the complete research plan required subsequent modification of the evaluation questions to accommodate greater detail in the design. These final questions, along with the definition of survey populations, procedures for the development of questionnaires, and plans for data collection and analysis, were presented as the sub-committee's Interim Report Number 2, January 6, 1982. Details of this plan, with modifications which reflect accurately the actual steps taken, are reproduced in Chapter II.

II. RESEARCH PLAN

Purposes of the Study

The two basic questions, with their related sub-questions, which were isolated for investigation were as follows:

1. *What guidance services should be provided to Scarborough students?*
   (a) What are the guidance objectives as listed in curriculum documents produced by the Ministry of Education and the Scarborough Board of Education?
   (b) Which of the specified objectives are perceived to be of greatest importance by selected groups: students, former students, guidance counsellors, parents, teachers, supervisory officers, and trustees?
   (c) In the perception of guidance counsellors, supervisory officers, trustees, and representatives of the business community, how successfully are these objectives being met, and what do counsellors feel prevents them from meeting those objectives rated as least successfully met?
2. *How well are guidance services being provided?*
   (a) What specific services (activities) related to the specified objectives are listed in curriculum documents?
   (b) Do students and former students perceive these services to be offered in their schools, did they ever avail themselves of the services, and did they perceive the services to be available to a sufficient degree?

(c) What proportion of students do counsellors perceive as receiving these services, and how much time do counsellors perceive as being required for additional activities performed in the course of providing these services?

(d) Do parents perceive the set of direct services to themselves and the set of selected student services to their children as being offered in their schools, did they ever avail themselves of the direct services or perceive their children as availing themselves of the selected student services, and were they satisfied with the services to themselves and their children?

(e) Do teachers perceive the set of direct services to themselves and the set of selected services to their students as being offered in their schools, did they ever avail themselves of the direct services or perceive their students as availing themselves of the selected services, and were they satisfied with the services to themselves and their students?

(f) What mutual assistance can the business community and guidance counsellors provide to maximize guidance services to students?

Definition of Survey Populations

During 1980, two Scarborough studies (referenced later in this report) which dealt with guidance objectives and services at the elementary school level, as well as a 1981 study dealing with attitudes toward high school, were completed. Since the studies included surveys of principals, teachers, counsellors, parents, and students, the decision was made not to conduct further surveys at this level. Instead, the plan was to use the available

data to answer, insofar as possible, the evaluation questions posed.

At the secondary level, however, such data were not available. Consequently, the decision was made to survey the following populations concerning guidance services at the secondary level.

(a) Students currently in Grades 10 and 12 in the three types of Scarborough secondary schools: collegiate institutes, secondary schools, and vocational schools.[1]

(b) Former students of Scarborough collegiate institutes who left school from September, 1980, to September, 1981, after Grade 10 with no diploma or as Grade 12 or Grade 13 graduates.

(c) Guidance counsellors in the three types of schools.

(d) Parents of students currently in Grades 10 and 12 in the three types of schools.

(e) Secondary school teachers (including principals and vice-principals) in the three types of schools.

(f) Supervisory officers of the Scarborough Board of Education.

(g) Trustees of the Scarborough Board of Education.

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[1] Collegiate Institutes normally provide post-elementary education to students who have completed Grade 8 successfully. Credit courses lead to a Secondary School Graduation Diploma or a Secondary School Honour Graduation Diploma. Secondary Schools are post-elementary schools designed to provide students who have not kept pace with their peers (in the realm of academic achievement) with academic and practical training and to stimulate their interest in industrial, commercial, construction, and service occupations. Vocational Schools are designed primarily for students who have been in special programs or regular grades (usually Grade 6 and age 13 years) and have shown the need for continued remedial instruction and individual attention. Students will acquire skills necessary for employment, as well as upgraded academic skills.

(h) Business officials contacted by Scarborough guidance counsellors in 1981 through the Business Experience Program operated by the Board of Trade in co-operation with all Boards of Education in Metropolitan Toronto.

The decision to use Grade 10, not Grade 9, student populations (and populations of parents) had to do with validity of responses. It was assumed that students should have experienced at least a full year at the secondary level before enough experience would have been gained with guidance services to permit valid responses. With respect to the use of Grade 12, it was assumed that this grade represents a major decision point in a student's secondary school career--a point at which information should be sought to evaluate the guidance services provided to date; futhermore, to go beyond Grade 12 to Grade 13 would have meant the loss of a great proportion of student respondents as graduates, thus decreasing considerably the generalizability of the evaluations of the guidance services.

Questionnaire Development

Framework

The answers to two questions--the initial question (a) under each of the two major evaluation questions--provided the basis for all questionnaires developed. Statements to answer these questions were obtained from curriculum documents produced by the Ministry of Education and the Scarborough Board of Education. The result was the initial set of guidance objectives and related activities shown, along with references, in Appendix A.

Questionnaires

The two purposes of the CEDSS project--to provide accountability data and to provide information for the improvement of the system--were kept in

mind during the concurrent re-formulation of the evaluation questions and the development of the different questionnaires. With regard to the first purpose, it was clear that the accountability issue in guidance would be addressed largely through an assessment of perceptions. In addition, short of the costly procedure of actually observing students and counsellors over a long period of time, it was assumed that perceptions would serve most of the information needs for improvement of guidance services in the system; the evaluation of services, by the very nature of services, has to be largely subjective. One concession to greater objectivity, however, was made in the format of the questionnaire for counsellors which will be described later.

One further consideration during the development of the questionnaires had to do with the reliability of information. Specifically, the decision to include any item on a questionnaire was based on whether the potential respondents would ever be in a position to have availed themselves of a service or to be in a position to have information about services communicated to them. For example, parents would generally not be in a position to be able to evaluate the assistance that guidance counsellors provide to teachers.

Finally, the information needs of decision makers who would eventually implement recommendations for change were kept in mind. Thus, similar questions might be asked of a number of survey populations if the responses were expected to be reliable and if a need for comparisons to corroborate perceptions was sensed.

Following is a list of the questionnaires developed, their locations in the set of appendices, and a few comments on the nature of each.

(a) Student Questionnaire--Collegiate (Appendix B). This questionnaire includes a set of 31 services. For each, responses to three

questions are required: about whether the service is offered, whether the student has experienced the service, and whether it is offered enough. Then, the 15 objectives under study are listed twice--once to determine whether students think they should be offered and a second time to ascertain the priorities of the students.

(b) Student Questionnaire--Secondary School/Vocational School (Appendices C1 and C2). This modified version of the Student Questionnaire includes a set of 23 services for which students are to record perceptions of whether the services have been provided. Identical questionnaires were used for secondary school students (Appendix C1) and vocational school students (Appendix C2).

(c) Former Student Questionnaire (Appendix D). This questionnaire is almost an exact duplicate of the questionnaire designed for collegiate students. One exception is that all questions are written to reflect past experiences in school; a second is that some descriptive information about the present status of the former students is sought.

(d) Guidance Counsellor Questionnaire--Collegiate and Secondary School/Vocational School (Appendices E1, E2, and E3). This questionnaire seeks the most objective information about the level of guidance services provided at the secondary level in Scarborough inasmuch as it requests an estimate by the group of counsellors within a school of the proportion of students in the school actually served through each of the 31 activities. A "not offered" category is provided also. An additional "not applicable" alternative has been included in the otherwise identical

questionnaire provided for counsellors in secondary and vocational schools (Appendices E2 and E3). A set of 26 questions then solicits feedback regarding time spent on additional activities performed in the course of providing guidance services. Furthermore, opportunities are provided for counsellors to assess the degree of success perceived in meeting each of the 15 general guidance objectives, as well as an opportunity to indicate the reasons for any perceived lack of success. Finally, as with the students and former students, a chance is given to indicate the objectives on which highest priority should be placed.

(e) Parent Questionnaire--Grade 10 and Grade 12 (Appendices F1 and F2). This questionnaire includes two sets of questions which deal with 11 of the guidance objectives expressed as general services. The first set was derived from the five objectives which reflect direct services to parents; the second set, related to six objectives, reflects services to students. Responses to these questions provide perceptions of whether a service is offered (direct services only), an indication of whether it has been experienced, and a measure of satisfaction with the service. Additional questions provide an assessment of the information provided by guidance counsellors and an indication of the objectives on which highest priority should be placed. Separate questionnaires are provided for parents of Grade 10 students (Appendix F1) and Grade 12 students (Appendix F2) so that responses reflect perceptions specific to the two levels.

(f) Teacher Questionnaire (Appendices G1, G2, and G3). The teacher questionnaire, identical for teachers in each of the three types of schools, is modelled after the parent questionnaire inasmuch as it includes questions which deal with guidance objectives expressed as general services and solicits the same types of responses. Like the parent questionnaire, also, it has two different sets of questions--those which reflect direct services to teachers and those which reflect services to students. Furthermore, opportunity is also provided for teachers to indicate the objectives on which highest priority should be placed.

(g) Supervisory Officer Questionnaire (Appendix H). This questionnaire provides supervisory officers of the Scarborough Board of Education with the opportunity to evaluate, in general, the set of services related to each of the 15 objectives under study. In addition, it requests feedback concerning whether the objectives are important and on which ones highest priority should be placed.

(h) Trustee Questionnaire (Appendix I). The trustee questionnaire is an exact duplicate of the supervisory officer questionnaire.

(i) Business Community Questionnaires (Appendices J1 and J2). One of these instruments (Appendix J1) was used previously to collect data from representatives of companies involved in the Business Experience Program. Therefore, these data were already available. In addition, a second questionnaire was sent to the companies to ascertain their needs and to determine their perceptions of the guidance services provided in Scarborough schools (Appendix J2).

Field Testing

Before they were established in final form, all questionnaires, with the exception of those for supervisory officers, trustees, and representatives of the business community, were field tested with individuals from the appropriate populations. They were then modified accordingly. As one example, the student questionnaire to be used in collegiates was administered to groups of General Level and Advanced Level students in Grades 10 and 12 in three collegiates.

Data-Collecting Plan

To facilitate comprehension of the data-collecting plan, details have been organized in tabular form. Table II.1 includes information about the populations surveyed, the sampling procedures, and the plans that were developed for field testing and administration of the data-collecting instruments.

It will be observed from Table II.1 that the three in-school groups (students, counsellors, and teachers) were surveyed on "CEDSS Day". This was a day (February 8, 1982) set aside in the schools for administration of questionnaires to student samples for all seven CEDSS projects and for distribution to staff of all questionnaires which were prepared by then. Student questionnaires were to be collected in their sealed envelopes and returned to the Research Centre the following day, with no follow-up required for absent students. Staff members were asked to return their questionnaires independently by Board courier. All other groups were surveyed in early February, 1982, through Canada Post or inter-office mail.

Covering letters which accompanied all questionnaires are included as Appendices K1 to K7.

TABLE II.1

DATA-COLLECTING PLAN

Definition	Students	Former Students	Counsellors	Parents	Teachers	Supervisory Officers	Trustees	Business Representatives
Population	Students currently in Grades 10 and 12 in Scarborough C.I.'s, Secondary, and Vocational Schools C.I.: Gr.10 (N=5851) Gr.12 (N=5537) S.S.: Gr.10 (N=691) Gr.12 (N=395) V.S.: Gr.10 (N=285) Gr.12 (N=133)	Scarborough C.I. school leavers from September, 1980, to September, 1981 No Diploma--left after Gr.10 (N=2464) Gr.12 grads. (N=3107) Gr.13 grads. (N=2469)	Counsellors from Scarborough C.I.'s, Secondary, and Vocational Schools C.I. (N=111) S.S. (N=17) V.S. (N=10)	Parents of students in Grades 10 and 12 in Scarborough C.I.'s, Secondary, and Vocational Schools C.I.: Gr.10 (N=5851) Gr.12 (N=5537) S.S.: Gr.10 (N=691) Gr.12 (N=395) V.S.: Gr.10 (N=285) Gr.12 (N=133)	Teaching staff (including principals and vice-principals) in Scarborough C.I.'s, Secondary, and Vocational Schools C.I. (N=1733) S.S. (N=246) V.S. (N=158)	All officially designated supervisory officers of the Scarborough Board of Education (N=26)	All current members of the Scarborough Board of Education (N=14)	Company representatives contacted in 1981 by guidance counsellors re Business Experience Program (N=26)
Required sample size to ensure ≤5% error	C.I.: Gr.10 (N=361) Gr.12 (N=361) S.S.: Gr.10 (N=248) Gr.12 (N=196) V.S.: Gr.10 (N=165) Gr.12 (N=103)	No Diploma (N=335) Gr.12 grads. (N=346) Gr.13 grads. (N=335)	C.I. (N=92) S.S. (N=16) V.S. (N=10)	C.I.: Gr.10 (N=361) Gr.12 (N=361) S.S.: Gr.10 (N=248) Gr.12 (N=196) V.S.: Gr.10 (N=165) Gr.12 (N=103)	C.I. (N=317) S.S. (N=152) V.S. (N=113)	(N=25)	(N=14)	(N=25)
Sample selection	Random selection from each group (from computer lists)	Random selection from each group (from computer lists)	Total populations (from staff lists)	Random selection from each group (from computer lists)	Random selection from each group (from computer lists)	Total population (from staff list)	Total population (from list of board members)	Total population (from list in Guidance Services)
Type of data collecting instrument	C.I. Questionnaire S.S./V.S. Questionnaire	Questionnaire	Questionnaire	Questionnaire	Questionnaire	Questionnaire	Questionnaire	Questionnaire
Field testing of final instrument	Students selected at each grade level within each type of school: C.I.'s by K. Shroff, L. Valleau, and J. Crichton; S.S./V.S. by N. Morrow (December)	Former students selected by C. Pinnock (December)	Counsellors selected by L. Valleau (December)	Parents selected by C. Birkenhaier (December)	Teachers selected by K. Shroff and J. Crichton (December)	None	None	One questionnaire has already been administered; the second questionnaire will not be field tested
Administration of final instrument	-on CEDSS Day (Feb.) -administered by person(s) assigned by principal -returns to Research Centre	-mailed in Feb. -follow-up by telephone later in Feb. -returns to Research Centre	-on CEDSS Day (Feb.) -self-administered (distributed through guidance head) -returns to Research Centre	-mailed in Feb. -follow-up by telephone later in Feb. -returns to Research Centre	-on CEDSS Day (Feb.) -self-administered (distributed through principal) -returns to Research Centre	-distributed through inter-office mail in Feb. -returns to Research Centre	-distributed through inter-office mail in Feb. -returns to Research Centre	-second questionnaire mailed in Feb. -returns to Research Centre

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Data-Analysis Plan

Table II.2 summarizes the data sets which were available from the study and the comparisons which could be made among groups.

After questionnaires were returned and additional required coding had been completed, keypunching of the data was performed directly from questionnaires. Computer analysis specifications given were in accordance with the data-analysis plan.

Reporting of Data

Most of the data from the study are reported as percentages of individuals (within groups) who responded to each question. However, while data were available for several alternatives within each question (e.g., "Yes", "No", and "Don't Know", as well as No Answer), only the percentages of responses in the "Yes" category are reported in most tables. This was done in the interest of brevity and on the assumption that decisions are made largely on the basis of affirmative reponses (or their lack) to issues being questioned. However, it is recognized that an inordinate proportion of individuals responding in some of the additional categories could have implications for decision making in certain instances (e.g., if many individuals report "Don't Know" to whether a guidance service is offered, it might imply a lack of communication). Because of this, all other data from the study will be kept on file for the use of anyone interested in the unreported categories.

Responses to the open-ended "comments" sections provided on all questionnaires were summarized manually and are presented in tables in Appendix L.

TABLE II.2

DATA-ANALYSIS PLAN

Data Set	Students	Former Students	Counsellors	Parents	Teachers	Supervisory Officers	Trustees	Business Representatives
Objectives which should be offered	$\underline{C.I.}_4$-% checking YES, NO, and DON'T KNOW for each of 15 objectives (Gr. 10 and 12) $\underline{S.S.}_4/\underline{V.S.}_4$-tally of responses re how guidance department can be of more help (Gr. 10 and 12)	% checking YES, NO, and DON'T KNOW for each of 15 objectives (No Diploma, and Gr. 12 and 13 grads.				% checking YES, NO, and DON'T KNOW for each of 15 objectives	% checking YES, NO, and DON'T KNOW for each of 15 objectives	
Objectives which are most important	$\underline{C.I.}_4$-% checking each of 15 objectives (Gr. 10 and 12)	% checking each of 15 objectives (No Diploma, and Gr. 12 and 13 grads.)	% checking each of 15 objectives (C.I., S.S., V.S.)	% checking each of 15 objectives (Gr. 10 and 12 of C.I., S.S., V.S.)	% checking each of 15 objectives (C.I., S.S., V.S.)	% checking each of 15 objectives	% checking each of 15 objectives	
Success in achievement of objectives in general			% checking NOT SUCC., NEU., SUCC., and VERY SUCC. for each of 15 objectives (C.I., S.S., and V.S.)			Mean rating on 1-5 scale for each of 15 objectives	Mean rating on 1-5 scale for each of 15 objectives	Summary of general rating of service
Obstacles to successful achievement of guidance objectives			Tally of responses re what prevents successful achievement of objectives (C.I., S.S., V.S.)					
Evaluation of specific guidance services (activities)	$\underline{C.I.}_4$-% indicating if 31 specific guidance services are offered, used, and available enough (related to 6 "student-service" objectives)--Gr. 10 and 12 $\underline{S.S.}_4/\underline{V.S.}_4$-% indicating if 23 specific guidance services are available (related to 6 "student-service" objectives)--Gr. 10 and 12	% indicating if 31 specific guidance services were offered, used, and available enough (related to 6 "student-service" objectives) (No Diploma, and Gr. 12 and 13 graduates)	% of students served through 31 specific guidance services (related to 6 "student-service" objectives) (C.I., S.S., V.S.)	% indicating service is offered, used, and satisfactory for 5 "parent-service" objectives (Gr. 10 and 12 of C.I., S.S., V.S.) % indicating service is offered, and satisfaction with, for 6 "student-service" objectives (Gr. 10 and 12 of C.I., S.S., V.S.) Tally of responses re communication (Gr. 10 and 12 of C.I., S.S., V.S.)	% indicating service is offered, used, and satisfactory for 4 "teacher-service" objectives (C.I., S.S., V.S.) % indicating service is offered, and satisfaction with, for 6 "student-service" objectives (C.I., S.S., V.S.)			

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TABLE II.2 (Continued)

Data Set	Students	Former Students	Counsellors	Parents	Teachers	Supervisory Officers	Trustees	Business Representatives
Time required for additional student services			$ indicating TOO MUCH, TOO LITTLE, or JUST ENOUGH time spent on additional activities performed in the course of providing direct student services (C.I., S.S., V.S.)					
Mutual help required in provision of guidance services								Tally of responses re skills to be developed Tally of responses re other services required Tally of responses to questionnaire completed previously in connection with Business Experience Program (Questions 1-7)
Comments	<---------- responses tallied and classified for all sub-groups ---------->							

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III. RESULTS: RETURN RATES OF QUESTIONNAIRES

Groups Involved in CEDSS Day In-School Administration

Table III.1 includes summarized information about the populations, the samples selected to ensure that there be no more than ±5 per cent error in generalizing from sample data, and the return rates for students and staff members.

As may be seen, the return rates for teachers and counsellors are well within the acceptable range of 80-90 per cent minimum required before one can assume that little, if any, has been added to the maximum ±5 per cent error in the samples.

While the return rates for students are higher than those obtained in most surveys, anything close to, or somewhat below, the 70 per cent level suggests the need to allow for more than the ±5 per cent error in generalizing to a population. It is interesting to note that, of the 417 students (26 per cent of the sample) not completing questionnaires, 311 (19 per cent of the sample) were reported as being absent from the survey. A breakdown of notations on returned questionnaires is as follows: 248 - "absent" (though it is recognized that this could be interpreted as meaning simply absent from the survey but engaged elsewhere in the school, or absent from the school building but engaged in some other school activity, such as Work Experience, outside the school); 47 - "Co-operative Education", "Work Experience", or "Field Trip"; 11 - "late"; 3 - "incapable of completing questionnaire"; 1 - "withdrawn"; and 1 - "refused to complete questionnaire". The reasons for non-completion of questionnaires by the remaining 106 students are open

TABLE III.1

RETURN RATES OF QUESTIONNAIRES FOR STUDENTS AND STAFF MEMBERS

Group	Population N	Sample N[a]	Questionnaires Not Completed: Absence Reported	Questionnaires Not Completed: Not Returned or No Reason Given	Questionnaires Returned: No.	Questionnaires Returned: %
Students:						
Grade 10-C.I.	5 851	427	95	48	284	67
Grade 10-S.S.	691	293	44	32	217	74
Grade 10-V.S.	285	169	43	8	118	70
Grade 12-C.I.	5 537	389	66	19	304	78
Grade 12-S.S.	395	208	54	10	144	69
Grade 12-V.S.	133	111	9	21	81	73
Unidentified	---	---	--	--	32	--
TOTAL	12 892	1 597	311	(138-32)[b]	1 180	74
Counsellors:						
Collegiate	111	107	0	2	105	98
Secondary Sch.	17	17	0	1	16	94
Vocational Sch.	10	9	0	0	9	100
Unidentified	---	---	--	--	1	---
TOTAL	138	133	0	(3-1)[b]	131	98
Teachers:						
Collegiate	1 733	337	2	57	278	82
Secondary Sch.	246	160	1	25	134	84
Vocational Sch.	158	131	3	17	111	85
Unidentified	---	---	--	--	1	--
TOTAL	2 137	628	6	(99-1)[b]	524	83

[a]Excluded from the "original" samples drawn are 66 students, 5 counsellors, and 16 teachers who had left the school before CEDSS Day (February 8).

[b]Unidentified returns would reduce the numbers "not returned" in at least some of the groups, if they could be placed within category.

largely to speculation, although some follow-ups revealed that teachers (especially supply teachers) failed to pick up questionnaires that were to be distributed to a few students.

Groups Contacted through Canada Post or Inter-office Mail

As with Table III.1, Table III.2 presents information on populations, samples, and return rates. The five groups involved in Table III.2 are former students, parents, supervisory officers, trustees, and representatives of the business community--all those for whom Canada Post or inter-office mail, rather than CEDSS Day in-school administration, was the method used for data collection.

What is most obvious from this table is the low return rate from two of the groups (former students and parents) for whom Canada Post was used as the medium of contact. Due to the low return rates, it is inadvisable to generalize to the total populations of these two groups. Rather, the best one can do is to redefine the populations as those interested enough in, and with strong enough convictions about, the issues to be motivated to respond.

It is interesting also to note the increases in returns subsequent to the follow-up telephone calls made to all individuals (except trustees, to whom notes were sent) who had not responded before the end of February. Obviously, the rates of increase were similar for the two low-return groups (former students and parents); somewhat over half as many additional questionnaires as were received before the follow-ups were received subsequent to these second contacts. During the telephone conversations, where individuals could be reached (for over one-quarter of both groups, there were no answers after at least two calls, or numbers were not in service), the reasons given

TABLE III.2

RETURN RATES OF QUESTIONNAIRES FOR FORMER STUDENTS, PARENTS, SUPERVISORY OFFICERS, TRUSTEES, AND BUSINESS REPRESENTATIVES

Group	Population N	Sample N	No. Returned by Canada Post	No. Questionnaires Returned Before Follow-up	No. Questionnaires Returned After Follow-up	Total	%[a]
Former Students:							
No Diploma	2 464	352	37	52	34	86	27
Gr.12 Graduates	3 107	350	19	107	46	153	46
Gr.13 Graduates	2 469	346	7	100	60	160	47
Unidentified	---	---	--	---	1	1	--
TOTAL	8 040	1 048	63	259	141	400	41
Parents of Students in: Grade 10-C.I.	5 851	429	6	71	72	143	34
Grade 10-S.S.	691	298	5	34	16	50	17
Grade 10-V.S.	285	175	1	23	1	24	14
Grade 12-C.I.	5 537	418	2	95	38	133	32
Grade 12-S.S.	395	218	1	32	16	48	22
Grade 12-V.S.	133	111	2	10	8	18	17
Unidentified	---	---	--	1	---	1	--
TOTAL	12 892	1 649	17	266	151	417	26
Supervisory Officers	26	26	--	22	2	24	92
Trustees	14	14	--	8	2	10	71
Business Representatives	26	26	0	19	3	22	85

[a]Expressed as a percentage of the Sample N less number returned by Canada Post

for non-response were numerous. Most prevalent was that the questionnaire had already been returned or would be returned, that it had not been received, or that it had been received very close to, or after, the deadline suggested for return so it was thrown out on the assumption that it would be too late to be counted. In the case of former students alone, several other responses were given (e.g., "The person has moved.","I will give the message to the person.", or "I don't wish to complete the questionnaire.").

Regarding the response rates for supervisory officers, trustees, and business representatives, it is clear that the rates for supervisory officers and business representatives are sufficiently high to establish confidence in their generalizability, although some caution is advised in generalizing to all trustees.

Finally, an added item of information that was elicited from former students may be reported here as a further description of one set of samples. From Table III.3, the differences among the three types of former students, in terms of their occupation at the time of the survey, may be seen. Of greatest interest is the fact that a larger proportion of "No Diploma" former students than either of the two groups of graduates was unemployed; however, just over half of the "No Diploma" group was employed. Grade 13 graduates tended to be in university, and Grade 12 graduates tended to be at work or enrolled in a "community college".

TABLE III.3

PRESENT OCCUPATION OF THREE TYPES OF FORMER STUDENTS

Occupation	No Diploma		Gr.12 Graduates		Gr.13 Graduates	
	No.	%	No.	%	No.	%
(a) University student	1	1	6	4	119	74
(b) Community college (CAAT) student	10	12	60	39	19	12
(c) Business school student	0	0	3	2	0	0
(d) Apprenticeship student	3	3	6	4	1	1
(e) Employment	43	50	67	44	19	12
(f) Not employed	21	24	9	6	0	0
(g) Returned to school	6	7	2	1	2	1
No answer	2	2	0	0	0	0

IV. RESULTS: SECONDARY SCHOOL GUIDANCE OBJECTIVES

Objectives Listed in Curriculum Documents

The answer to the first question posed for the study required a search of curriculum documents produced by the Ministry of Education and the Scarborough Board of Education for stated guidance objectives. Appendix A provides a listing of the goals and objectives which emerged. From these, a final list of 15 objectives was developed. It may be seen that these objectives, listed below, involve three very general areas (career planning, educational planning, and personal counselling) and are directed toward three client groups (students, parents, and teachers).

(a) To provide information to students about a variety of careers.

(b) To provide assistance to students in career planning.

(c) To provide assistance to students in educational planning.

(d) To provide information to parents to assist students in their career planning.

(e) To provide information to parents to assist students in their educational planning.

(f) To provide information to teachers to assist students in their career planning.

(g) To provide information to teachers to assist students in their educational planning.

(h) To provide assistance to students so that they can be successful in school.

(i) To provide assistance to parents so that students can be successful in school.

(j) To provide assistance to teachers so that students can be successful in school.

(k) To provide assistance with students' personal concerns.

(l) To provide information to parents so that they can help students grow socially and emotionally.

(m) To provide information to teachers so that they can help students grow socially and emotionally.

(n) To provide opportunities for students to participate in career, educational, or volunteer experiences outside the school.

(o) To provide opportunities for community members to become involved in the school.

Importance of Objectives

In this section, which deals with the second evaluation question related to objectives, abbreviated statements are used in all tables to indicate the 15 objectives outlined in the foregoing section.

Endorsement of Fifteen Objectives

Table IV.1 includes data for all groups who were asked to indicate whether each objective should be provided. Not included, but available for the interested reader, are the percentages of respondents who either did not endorse an objective or did not know whether or not it should be provided.

By use of an arbitary 70 per cent level as a cut-off point indicating importance (see bold print in Table IV.1), several patterns emerge from these data. As may be seen, all groups endorsed five of the six direct student-service objectives, reinforcing the fact that students must always be considered the prime clients. Interestingly enough, the only direct student-service objective not endorsed universally at the 70 per cent level

TABLE IV.1

PER CENT ENDORSING EACH OF FIFTEEN SECONDARY SCHOOL GUIDANCE OBJECTIVES: COLLEGIATE STUDENTS, FORMER STUDENTS, SUPERVISORY OFFICERS, AND TRUSTEES

Guidance Objectives	C.I. Students		Former Students			Superv. Officers	Trustees
	Gr.10	Gr.12	No Dipl.	Gr.12 Grads.	Gr.13 Grads.		
(a) Inform students: career variety	98	97	94	98	99	100	100
(b) Assist students: career planning	95	94	93	96	99	100	100
(c) Assist students: educational planning	91	93	86	95	98	96	100
(d) Inform parents: career planning	51	50	57	56	65	87	80
(e) Inform parents: educational planning	55	53	60	61	73	96	90
(f) Inform teachers: career planning	55	58	59	70	71	61	90
(g) Inform teachers: educational planning	64	63	65	77	77	65	90
(h) Assist students: school success	83	81	84	89	90	87	90
(i) Assist parents: school success	44	44	46	52	60	78	80
(j) Assist teachers: school success	64	66	65	72	79	74	70
(k) Assist students: personal concerns	52	51	65	71	74	96	90
(l) Inform parents: social and emotional growth	41	39	52	57	57	74	90
(m) Inform teachers: social and emotional growth	30	37	48	52	58	74	50
(n) Provide students with opportunities outside school	81	89	85	97	99	83	100
(o) Provide community with opportunities in school	47	56	62	66	65	61	60

was the one dealing with students' personal concerns. The fact that it was endorsed by students in retrospect (i.e., by two of the three groups of former students), however, suggests that it, too, should be accorded considerable weight among the guidance objectives.

Other conclusions worthy of note are as follows:

(a) There was no strong feeling that guidance counsellors should be concerned with providing the community with opportunities to become involved in the school.

(b) Almost all of the objectives were endorsed by trustees and supervisory officers.

(c) Objectives which deal with direct parent services (and, therefore, indirectly with student services) did not receive strong support from the student groups. The one exception was the objective directed toward providing information to parents so that they can help their children with their educational planning; it was endorsed by 73 per cent of Grade 13 graduates.

Students in secondary schools and vocational schools were not provided with a list of the 15 objectives for endorsement. Rather, they were asked an open-ended question concerning how the Guidance Department could be of more help to them.

From Table IV.2, which summarizes the responses, it may be seen that this type of question did not elicit a high response rate. Consequently, the results should be looked upon largely as possible indicators rather than as representative thoughts of the different groups.

TABLE IV.2

GUIDANCE DEPARTMENT ACTIVITIES LISTED BY SECONDARY SCHOOL AND VOCATIONAL SCHOOL STUDENTS AS THOSE THAT COULD PROVIDE MORE HELP TO THEM

Guidance Activities	Number of Students			
	Secondary		Vocational	
	Gr. 10	Gr. 12	Gr. 10	Gr. 12
1. Provide more help to find jobs and careers		10	6	
2. Provide more information on specific jobs and and careers (e.g., bring in speakers)	9		3	3
3. Advertise outside jobs available	9			
4. Teach completion of job applications	3			
5. Help with apprenticeship programs	1			
6. Explain more about Co-operative Education	1			
7. Provide more time with computer and S.G.I.S. (School Guidance Information Service)		1		
8. Provide work weeks			1	
9. Help get part-time jobs		1		
10. Help find placements for the physically handicapped			1	
11. Help select subjects pertaining to the future		8		
12. Provide more information on colleges and special apprenticeship programs		3		3
13. Help with education (or help improve grades)			4	1
14. Provide more shops and time in them			4	
15. Help get a better school	2			
16. Provide a computer class	1		1	
17. Provide a photography class		1		
18. Provide more varied courses			1	
19. Help more with personal problems	3	9		
20. Don't ask about personal problems		4		
21. Find out about students' problems directly		2		
22. Advertise the "Positive Peer Culture" group (Every school should have one.)		1		
23. Provide more information on guidance and its services	3			
24. Don't know	20		32	

The most obvious indicators related to career planning are those that suggest more help should be provided in finding jobs, more information should be provided about different types of jobs, and an advertising service related to available outside jobs should be established. The most frequently requested service concerning educational planning had to do with help in the selection of subjects pertaining to the future, while requests for personal counselling were restricted largely to the suggestion that the service be increased.

Priority of Objectives

To gain a better perspective of the priority that should be placed on the different objectives, individuals from several groups were requested to make only five selections from the list of 15 objectives. The groups were those included in Table IV.1, plus parents, teachers, and counsellors. Tables IV.3 and IV.4 summarize the results.

Because of the restrictive nature of the responses permitted, the arbitrary cut-off point used to help determine whether significant patterns exist in the data was lowered to the 50 per cent level. Using this criterion (see bold print), it is obvious that endorsement of the same five student-service objectives is reconfirmed. Certain aberrations in the patterns related to these objectives are worthy of note, however. Among these are the following:

(a) Guidance counsellors, as well as some of the other non-student groups, did not place as high priority on the provision of information to students about a variety of careers as did students themselves.

TABLE IV.3

PER CENT PLACING PRIORITY[a] ON EACH OF FIFTEEN SECONDARY SCHOOL GUIDANCE OBJECTIVES: COLLEGIATE STUDENTS, FORMER STUDENTS, SUPERVISORY OFFICERS, AND TRUSTEES

Guidance Objectives	C.I. Students		Former Students			Superv. Officers	Trustees
	Gr.10	Gr.12	No Dipl.	Gr.12 Grads.	Gr.13 Grads.		
(a) Inform students: career variety	**81**	**89**	**84**	**81**	**83**	**52**	**80**
(b) Assist students: career planning	**82**	**87**	**79**	**83**	**84**	**83**	**80**
(c) Assist students: educational planning	**63**	**71**	**68**	**67**	**82**	87	**80**
(d) Inform parents: career planning	22	18	14	12	12	22	30
(e) Inform parents: educational planning	12	10	7	7	8	35	**60**
(f) Inform teachers: career planning	19	16	19	16	5	9	10
(g) Inform teachers: educational planning	11	12	9	11	11	0	10
(h) Assist students: school success	**51**	45	49	**50**	**53**	**70**	40
(i) Assist parents: school success	9	3	4	5	6	4	0
(j) Assist teachers: school success	12	13	6	9	7	4	0
(k) Assist students: personal concerns	38	34	45	48	**54**	**74**	**50**
(l) Inform parents: social and emotional growth	11	10	14	13	13	0	0
(m) Inform teachers: social and emotional growth	6	9	9	7	8	4	0
(n) Provide students with opportunities outside school	**59**	**63**	**77**	**74**	**67**	26	**50**
(o) Provide community with opportunities in school	9	11	15	10	8	0	10

[a]Each individual was asked to select 5 of the 15 objectives; thus the possible total is 500 per cent within each column.

TABLE IV.4

PER CENT PLACING PRIORITY[a] ON EACH OF FIFTEEN SECONDARY SCHOOL GUIDANCE OBJECTIVES: PARENTS, TEACHERS, AND COUNSELLORS

Guidance Objectives	Parents of Students in: Grade 10 C.I.	Grade 10 S.S.	Grade 10 V.S.	Grade 12 C.I.	Grade 12 S.S.	Grade 12 V.S.	Teachers C.I.	Teachers S.S.	Teachers V.S.	Counsellors C.I.	Counsellors S.S.	Counsellors V.S.
(a) Inform students: career variety	66	52	67	74	54	61	52	52	41	46	31	33
(b) Assist students: career planning	70	68	46	74	81	44	68	63	53	85	81	67
(c) Assist students: educational planning	61	36	50	64	54	33	77	51	38	86	31	22
(d) Inform parents: career planning	36	36	33	41	56	39	21	19	25	11	0	22
(e) Inform parents: educational planning	29	12	33	29	25	28	29	17	18	14	6	22
(f) Inform teachers: career planning	17	40	29	18	21	33	7	19	14	8	13	11
(g) Inform teachers: educational planning	8	10	21	10	17	17	15	8	11	5	0	0
(h) Assist students: school success	48	28	25	32	29	17	54	51	53	65	81	78
(i) Assist parents: school success	11	16	25	11	17	22	19	19	25	10	38	0
(j) Assist teachers: school success	11	16	17	14	6	22	17	22	23	19	19	33
(k) Assist students: personal concerns	28	36	29	24	33	56	60	64	56	79	94	78
(l) Inform parents: social and emotional growth	15	28	29	12	19	33	16	18	33	12	19	11
(m) Inform teachers: social and emotional growth	12	22	8	10	10	11	19	28	39	11	6	44
(n) Provide students with opportunities outside school	58	52	58	56	54	56	30	44	44	40	63	67
(o) Provide community with opportunities in school	6	8	4	11	17	0	9	13	12	9	19	11

[a]Each individual was asked to select 5 of the 15 objectives; thus the possible total is 500 per cent within each column.

(b) Counsellors, teachers, and parents of students in secondary schools and vocational schools placed relatively low priority on assistance to students with their educational planning.

(c) Parents placed relatively low priority on guidance counsellors assisting students so that they can become successful in school.

(d) Teachers and supervisory officers ranked the provision of students with opportunities to participate in experiences outside the school as a low priority item for guidance personnel.

Two other interesting deviations in pattern consistency that are obvious from Tables IV.3 and IV.4 are as follows:

(a) Only trustees felt strongly that guidance counsellors should provide information to parents so that they can assist students in their educational planning.

(b) Trustees, supervisory officers, counsellors, teachers, parents of Grade 12 students in vocational schools, and Grade 13 graduates felt that guidance should assist students with their personal concerns. Most parents, and students themselves, however, were not so certain of the need for this service.

Achievement of Objectives in General

The third evaluation question dealing with objectives had to do with the degree to which the 15 objectives had been achieved. While the next chapter, Chapter V, includes an evaluation of the specific services related to these objectives, it will be recognized that the findings of this section provide a comprehensive overview in advance of an evaluation of the more specific activities, or functions, of guidance personnel.

Evaluation of Achievement of Fifteen Objectives

Table IV.5 shows that, when the top two evaluation categories are combined for counsellors and 70 per cent is selected as the cut-off point (bold print indicates total of at least 70 per cent), all three groups of counsellors felt at least "moderately successful" in the achievement of nine of the 15 objectives. The other six objectives, and the counsellor groups of whom over 30 per cent felt they were "not very successful", are as follows:

(a) Providing information to parents to assist students in their career planning (collegiates and secondary schools).

(b) Providing information to parents to assist students in their educational planning (secondary schools).

(c) Providing information to teachers to assist students in their career planning (collegiates).

(d) Providing information to parents so that they can help students grow socially and emotionally (collegiates and secondary schools).

(e) Providing opportunities for students to participate in career, educational, or volunteer experiences outside the school (secondary schools and vocational schools).

(f) Providing opportunities for community members to become involved in the school (counsellors from all three types of schools).

In addition to this, it is interesting to inspect the "very successful" category alone for significant findings. By using 50 per cent as the criterion, seven different objectives are isolated as being achieved at a "very successful" level by counsellors in at least one type of school (e.g., providing assistance with students' personal concerns, by all groups). The

TABLE IV.5

EVALUATION OF ACHIEVEMENT OF EACH OF FIFTEEN SECONDARY SCHOOL GUIDANCE OBJECTIVES: COUNSELLORS, SUPERVISORY OFFICERS, AND TRUSTEES

Guidance Objectives	% Counsellors Indicating: Not Very Successful			Moderately Successful			Very Successful			Mean Rating of Success[a]	
	C.I.	S.S.	V.S.	C.I.	S.S.	V.S.	C.I.	S.S.	V.S.	Superv. Officers	Trustees
(a) Inform students: career variety	2	6	0	46	56	67	52	31	33	3.6	3.6
(b) Assist students: career planning	3	0	0	45	88	44	51	13	56	3.1	3.0
(c) Assist students: educational planning	1	0	0	15	56	56	83	44	33	3.9	3.4
(d) Inform parents: career planning	36	31	11	50	63	67	14	6	22	2.3	2.0
(e) Inform parents: educational planning	15	31	11	56	56	56	29	13	33	2.8	2.4
(f) Inform teachers: career planning	35	19	0	51	69	78	12	13	22	2.1	2.8
(g) Inform teachers: educational planning	17	19	11	60	69	56	21	13	33	2.4	3.3
(h) Assist students: school success	4	6	0	66	63	33	31	31	67	3.1	2.9
(i) Assist parents: school success	29	19	0	50	75	67	21	5	33	2.1	1.9
(j) Assist teachers: school success	12	0	0	64	94	11	22	6	78	2.7	2.3
(k) Assist students: personal concerns	4	0	0	38	31	11	56	69	89	4.0	2.6
(l) Inform parents: social and emotional growth	36	44	22	51	50	67	11	6	11	2.1	1.7
(m) Inform teachers: social and emotional growth	22	19	0	64	81	67	14	0	33	2.1	2.0
(n) Provide students with opportunities outside school	18	31	33	48	19	22	33	50	44	3.4	3.0
(o) Provide community with opportunities in school	40	50	67	50	44	33	10	6	0	2.1	2.4

[a]Rating on a 5-point scale where 1="poor" and 5="excellent".

seven objectives include all six which reflect direct services to students, plus the teacher-service objective which has as its ultimate aim successful school achievement by students. Worthy of comment also is that responses of collegiate counsellors meet the 50 per cent criterion in this top category for four of the objectives (a, b, c, and k); the same is true of vocational school counsellors, but some of their four top-rated objectives (b, h, j, and k) are different; however, secondary school counsellors felt "very successful" in the achievement of only two objectives (k and n).

While the above data obviously reflect the subjectivity of those who are attempting to meet the objectives, Table IV.5 also includes the more objective ratings of supervisory officers and trustees. If the mid-point of the rating scale (3.0) is used as the cut-off point (see bold print), it is clear that both groups agreed that four of the objectives (a, b, c, and n) are being achieved at an acceptable level. Once again, these are all direct student-service objectives. Three other objectives were also rated at 3.0 or more, but by only one of the two groups (h and k, the other two student-service objectives, by supervisory officers; g, by trustees). Note should be taken also of the fact that supervisory officers rated the achievement of two objectives at a very high level (c at 3.9 and k at 4.0).

One group, representatives of the business community, was asked only to rate the effectiveness of career and vocational counselling in general. Table IV.6 presents the summary of this evaluation.

First of all, it is noteworthy that eight (36 per cent) of the 22 respondents answered "don't know" or gave no answer, suggesting that they felt they had inadequate information or experience on which to base any judgment. The remaining 14 respondents, however, were "neutral" on the average, with a slight tendency toward the negative end of the scale.

TABLE IV.6

EVALUATION OF EFFECTIVENESS OF CAREER AND VOCATIONAL GUIDANCE COUNSELLING IN GENERAL: BUSINESS REPRESENTATIVES

No. of Responses Within Rating Category							
Very Ineffective -2	Ineffective -1	Neutral 0	Effective +1	Very Effective +2	Don't Know	No Response	Mean Rating (N=14)
0	9	2	3	0	6	2	-.4

Obstacles to Achievement of Objectives

Guidance counsellors who felt that they had not been able to meet the objectives very successfully were asked an open-ended question concerning what prevented them from doing so. Table IV.7 is a summary of the responses given by those who took this opportunity.

The most notable factor from this table has to with time. "Obstacles" listed as numbers 1 and 2, those with the most frequent responses, emphasized that, given the numerous expectations of counsellors, there is simply not enough time to achieve even the basic objectives. The implications are that personal problems of students require a great deal of time and that, while development of a viable parent/guidance communication link may be highly desirable, little time remains to do so. Perhaps the considerable number indicating the lack of parental interest and co-operation is related to this perceived communication problem.

Other rather common obstacles worthy of note are the apathy of students when career seminars are provided and, two other "time" features, that teachers

TABLE IV.7

OBSTACLES TO SUCCESSFUL ACHIEVEMENT OF SECONDARY SCHOOL GUIDANCE OBJECTIVES: COUNSELLORS

Obstacles	Collegiate Counsellors		Secondary School Counsellors		Vocational School Counsellors	
	No.	%/107	No.	%/17	No.	%/9
1. Efforts spread too thinly (e.g., personal problems of students take much time)	25	23	3	18	3	33
2. Ineffective communication with parents/little time for it	14	13	3	18		
3. Lack of parental interest/ co-operation	13	12	1	6	1	11
4. Little student response to career seminars provided	9	8	2	12	2	22
5. Teachers have little time to follow up re careers	6	6	1	6	1	11
6. Lack of time for teacher/ parent/student consultations	7	7			1	11
7. Excessive paper work/time-table changes	4	4	2	12		
8. Semestered schools double workload	3	3	1	6		
9. Most parental contacts are related to improving grades or to personal problems/little time to discuss careers	2	2				
10. Lack of common guidance objectives for all schools	1	1				
11. Not enough effort					1	11
12. Reluctant students	1	1				
13. Language difficulties	1	1				
14. Educational limitations of students					1	11

have inadequate time to provide classroom back-up regarding careers and that there is not enough time to promote meetings involving teachers, parents, and students together. Indeed, it might be concluded also that most of the other obstacles mentioned are simply time thieves which rob counsellors of the major resource needed by anyone providing a service. Note, for example, "excessive paper work/timetable changes", "double workload in semestered schools", and "little time to discuss careers with parents". The remaining obstacles listed (numbers 10 to 14) are single mentions probably reflecting unique situations.

V. RESULTS: SECONDARY SCHOOL GUIDANCE SERVICES

It is assumed that, associated with each guidance objective, will always be a set of guidance services, or activities, performed by guidance personnel in the process of attempting to achieve the objective. It is concerning these sets of activities that the second group of evaluation questions, and hence this chapter, directs itself.

Services Listed in Curriculum Documents

The first evaluation question in this group required a search of the same sets of curriculum documents as were used in the search for objectives. The framework which emerged for both purposes is presented as an integrated whole in Appendix A. Thus, there is a listing of goals, objectives related to each goal, and specific activities related to each of the objectives.

Subsequent to this task, a list of 31 activities was isolated as representative of the concepts included in the direct services to students. The assumption is that these services to students would also cover the services to the other client groups (i.e., to parents and teachers). The services would simply have to be reworded to indicate that the student is the eventual recipient of a service provided indirectly through an individual of one of the other two groups.

Following is the list of the 31 services classified according to the five direct "student-service" objectives to which they would be related.

A. *To provide information to students about a variety of careers:*

1. Visits to businesses.
2. "Career Nights (Days)" with guest speakers.
3. Computerized information about careers.

4. Information on apprenticeship programs.
5. Information that careers are open to all people, regardless of their sex.

B. *To provide assistance to students in career planning:*

1. Lessons about career planning.
2. Interest and aptitude testing to help students discover their career interests.
3. Assistance in how to complete job applications.

C. *To provide assistance to students in educational planning:*

1. Assistance to students in selecting courses and programs in Grades 9-13.
2. Assistance to students in learning about their academic abilities.
3. Advice to students on admission requirements for university or college.
4. Information about different universities.
5. Visits to universities.
6. Information about different community colleges.
7. Visits to community colleges.
8. Information on getting loans for university or college.
9. Information on scholarships.

D. *To provide assistance to students so that they can be successful in school:*

1. Assistance to students in identifying problems with their school subjects.

2. Advice on improving study skills.
3. Information on what the school expects of students.

E. *To provide assistance with students' personal concerns:*

1. A program where students help other students with their personal problems.
2. Assistance from counsellors to students in personal crisis situations.
3. Assistance to students in becoming self-confident.
4. Assistance in developing personal standards.
5. Help to students in learning how to get along with others.
6. Assistance in developing communication skills.
7. Assistance in developing decision-making skills.
8. Help to students in coping with stress.
9. Information on use of leisure time.
10. Help in clarifying personal goals.
11. Help to students in learning appropriate behaviour.

Evaluation of Services by Students and Former Students

The second evaluation question related to services was concerned with an evaluation of the services by student clients (both current and former.)

Students

As may be seen from Table V.1, the 31 services isolated for study have been abbreviated and classified within the five "student-service" objectives to which they are related.

In order to establish whether significant patterns are evident in the data for collegiate students, the assumption was made first that progression

TABLE V.1

EVALUATION OF THIRTY-ONE SPECIFIC GUIDANCE SERVICES AS RELATED TO FIVE "STUDENT-SERVICE" OBJECTIVES: COLLEGIATE STUDENTS

Guidance Services	Grade 10 — % indicating Service is: Offered	Experienced	Available Enough	Grade 12 — % indicating Service is: Offered	Experienced	Available Enough
A. Inform students: career variety						
1. Arrange visits to businesses	23	1	7	34	11	14
2. Organize "Career Nights (Days)"/ guest speakers	57	26	30	83	52	48
3. Provide computerized information	73	39	52	85	53	64
4. Inform re apprenticeship programs	49	12	26	59	17	34
5. Inform re sex-role stereotyping	60	22	35	57	27	37
B. Assist students: career planning						
1. Provide lessons on career planning	69	27	42	60	35	39
2. Arrange interest/aptitude testing	47	19	29	53	31	35
3. Provide practice in job application completion	28	9	18	39	23	26
C. Assist students: educational planning						
1. Help select courses/programs (Gr. 9-13)	94	75	80	95	80	78
2. Make aware of academic abilities	43	19	25	36	18	23
3. Advise re admission requirements (university or college)	82	31	53	91	64	69
4. Inform re different universities	86	23	54	95	60	74
5. Arrange visits to universities	37	2	19	66	15	40
6. Inform re different community colleges	79	16	40	91	48	66
7. Arrange visits to community colleges	34	1	16	60	15	35
8. Inform re loans (university or college)	12	1	5	34	7	16
9. Inform re scholarships	41	5	18	43	6	14
D. Assist students: school success						
1. Identify subject problems	81	47	60	65	36	48
2. Advise re study skills	63	34	45	45	25	31
3. Inform re school expectations	56	38	43	53	37	39
E. Assist students: personal concerns						
1. Organize students to help other students	5	3	4	8	2	5
2. Counsel in personal crisis situations	60	23	39	54	15	34
3. Help to become self-confident	24	9	14	16	7	12
4. Help to develop personal standards	24	10	13	22	9	15
5. Help to get along with others	22	8	12	18	5	12
6. Help with communication skills	35	11	19	36	14	21
7. Help with decision-making skills	43	18	23	30	16	19
8. Help to cope with stress	31	11	18	22	7	13
9. Inform re use of leisure time	26	11	18	24	11	16
10. Help to clarify personal goals	52	23	35	54	28	36
11. Help to learn appropriate behaviour	33	12	21	28	12	21

might be expected between Grades 10 and 12. Then, arbitrary, but different, cut-off points in the percentages were selected. The rationale for these may be summarized as follows:

1. If 50 per cent of the Grade 10 students and 70 per cent of the Grade 12 students are aware that a service is offered in their schools, then the service is actually offered and communication about its availability is quite satisfactory.
2. If at least 25 per cent of the students have experienced a service by Grade 10, and the percentage has increased to 50 by Grade 12, then guidance counsellors have served their students quite adequately.
3. If 50 per cent of the Grade 10 students and 70 per cent of the Grade 12 students feel that a service is available enough to them, then that indicates that students are sufficiently aware of the service, as well as content with the degree to which it is available.

Applying the first set of criteria to Table V.1 (see bold print), it may be seen that 13 of the 31 services are perceived by at least 50 per cent of Grade 10 students as being offered in their schools; at the Grade 12 level, only 6 of such services are perceived by at least 70 per cent of the students as being available. Most of these are related to providing information about a variety of careers, assisting students in their educational planning, and assisting them to be successful in school (Grade 10). Awareness about, or availability of, most career planning services and most services related to assisting with students' personal concerns is not reflected by the responses of the students.

Application of the second set of criteria to the data reveals that large enough proportions of students have not experienced most of the services. The services that were experienced were related to the same three objectives as those for which awareness of availability was most evident.

As with the other two questions, the answer to the one about whether the 31 services are available enough to collegiate students was not very affirmative. Only five of the services met the 50 per cent criterion in Grade 10, and only two of the services met the 70 per cent criterion in Grade 12.

As may be seen from Table V.2, students from secondary schools and vocational schools were asked to respond to a reduced number (23) of listed services which are applicable to these schools. In addition, reference in the questionnaire to the fact that students were to consider the guidance services provided "in your school", rather than "by the Guidance Department in your school" as was the case for collegiate students, reflects the philosophy that guidance is a large responsibility of all teachers in these two types of schools.

The other major difference in the questionnaire for secondary and vocational school students is that only the question about availability of a service, equivalent to the first of the three questions asked of collegiate students, was asked of them. Thus, only the one set of criteria (50 per cent for Grade 10 students and 70 per cent for Grade 12 students) had to be applied to the data of Table V.2.

TABLE V.2

EVALUATION OF TWENTY-THREE SPECIFIC GUIDANCE SERVICES AS RELATED TO FIVE "STUDENT-SERVICE" OBJECTIVES: SECONDARY SCHOOL AND VOCATIONAL SCHOOL STUDENTS

Guidance Services	Grade 10		Grade 12	
	% in S.S. Indicating Service is Provided	% in V.S. Indicating Service is Provided	% in S.S. Indicating Service is Provided	% in V.S. Indicating Service is Provided
A. Inform students: career variety				
1. Arrange trips to businesses	19	24	46	48
2. Arrange speakers re jobs	36	18	60	38
3. Provide S.G.I.S. (Computer Cards) re courses	13	5	34	6
4. Inform re apprenticeship programs	**50**	45	**76**	68
5. Inform re sex-role stereotyping	**59**	**50**	68	57
B. Assist students: career planning				
1. Provide classes re different jobs	**56**	**73**	**75**	**78**
2. Arrange job interest testing	7	17	13	16
3. Provide practice in job application completion	27	58	64	79
C. Assist students: educational planning				
1. Help select courses/programs (Gr.9-12)	42	28	54	43
2. Make aware of shop and academic abilities	**65**	**56**	**74**	53
3. Inform re courses after school finishing	34	37	56	53
D. Assist students: school success				
1. Help with subject problems	**58**	61	71	58
2. Help improve study skills	48	56	54	43
3. Inform re school expectations	67	76	82	**80**
E. Assist students: personal concerns				
1. Organize students to help other students	72	77	79	**82**
2. Help with personal problems	68	81	**76**	**72**
3. Help develop self-concept	49	61	59	46
4. Help to become self-confident	**62**	**64**	**71**	69
5. Help to get along with others	**50**	68	**70**	67
6. Help to learn how to solve personal problems	28	36	35	36
7. Help to develop interests and hobbies	49	**53**	57	46
8. Help to learn what to do in future	77	69	82	**84**
9. Help to learn proper behaviour	**50**	74	59	74

In secondary schools, 12 of the 23 services met the 50 per cent criterion in Grade 10 (see bold print); 10 services met the 70 per cent criterion in Grade 12. In vocational schools, 15 of the services met the Grade 10 criterion, and seven services met the Grade 12 criterion. The differences between these results and those for collegiates, it might be argued, simply reflect the different philosophies of guidance referred to above. What is more significant by comparison, however, is the difference in student perceptions with respect to the availability of assistance with their personal concerns. Half the services that met the criteria in secondary and vocational schools were in this area.

Former Students

The criteria used to determine significant trends in the data for former students were the same as for Grade 12 collegiate students (i.e., 70 per cent indicating a service was offered, 50 per cent reporting that they had experienced a service, and 70 per cent responding that a service was available enough). The assumption was that the total experience resulting from the time most of these former students would have spent in school justified the more rigorous criteria.

What is most striking about Table V.3, when the criteria are applied (see bold print), is the similarity between the results for Grade 12 and 13 graduates and the results shown previously for Grade 12 collegiate students in Table V.1--not only in the number of services emphasized, but also in the specific ones highlighted within the same two areas. While students who left school with no diploma did not provide responses that met the criteria for very many of the services, it should be kept in mind that the criteria might be too rigorous for this group that left school at any time after Grade 10,

TABLE V.3

EVALUATION OF THIRTY-ONE SPECIFIC GUIDANCE SERVICES AS RELATED TO FIVE "STUDENT-SERVICES" OBJECTIVES: FORMER STUDENTS

Guidance Services	No Diploma			Grade 12 Grads.			Grade 13 Grads.		
	% indicating Service Was:			% indicating Service Was:			% indicating Service Was:		
	Offered	Experienced	Available Enough	Offered	Experienced	Available Enough	Offered	Experienced	Available Enough
A. Inform students: career variety									
1. Arrange visits to businesses	24	5	8	34	20	24	18	3	10
2. Organize "Career Nights (Days)"/ guest speakers	68	42	45	**76**	**50**	52	**80**	**55**	58
3. Provide computerized information	54	42	47	**72**	**57**	61	**79**	**59**	67
4. Inform re apprenticeship programs	55	14	21	52	26	35	46	8	30
5. Inform re sex-role stereotyping	57	25	31	54	33	42	61	36	43
B. Assist students: career planning									
1. Provide lessons on career planning	66	38	42	64	49	47	54	34	41
2. Arrange interest/aptitude testing	38	29	28	54	37	36	66	39	47
3. Provide practice in job application completion	39	28	29	46	38	36	24	11	20
C. Assist students: educational planning									
1. Help select courses/programs (Gr.9-13)	**91**	**78**	**74**	**92**	**75**	68	**90**	**74**	**72**
2. Make aware of academic abilities	31	20	22	36	21	25	25	17	20
3. Advise re admission requirements (university or college)	**82**	**51**	59	**88**	**74**	**70**	**96**	**87**	**71**
4. Inform re different universities	**81**	41	57	**92**	**53**	**72**	**98**	**91**	**79**
5. Arrange visits to universities	45	7	22	61	17	37	**85**	**53**	65
6. Inform re different community colleges	**82**	41	57	**93**	**74**	**76**	**89**	37	66
7. Arrange visits to community colleges	48	15	22	60	36	42	65	11	51
8. Inform re loans (university or college)	28	13	17	43	12	25	**73**	30	49
9. Inform re scholarships	38	6	17	42	7	21	**77**	33	47
D. Assist students: school success									
1. Identify subject problems	66	44	48	61	42	50	54	24	43
2. Advise re study skills	**55**	**39**	**38**	**47**	**31**	**33**	**42**	**15**	**30**
3. Inform re school expectations	**59**	**44**	**45**	**53**	**43**	**42**	**42**	**32**	**36**

TABLE V.3 (Continued)

Guidance Services	No Diploma			Grade 12 Grads.			Grade 13 Grads.		
	% indicating Service Was:			% indicating Service Was:			% indicating Service Was:		
	Offered	Experienced	Available Enough	Offered	Experienced	Available Enough	Offered	Experienced	Available Enough
E. Assist students: personal concerns									
1. Organize students to help other students	9	5	6	6	2	5	4	1	2
2. Counsel in personal crisis situations	56	37	44	59	18	39	58	18	39
3. Help to become self-confident	26	15	15	23	9	17	17	8	14
4. Help to develop personal standards	25	18	19	21	10	15	17	9	12
5. Help to get along with others	22	18	19	15	6	13	11	4	8
6. Help with communication skills	31	18	21	38	23	26	22	9	18
7. Help with decision-making skills	39	20	29	32	21	24	20	11	14
8. Help to cope with stress	27	17	20	25	13	17	25	6	18
9. Inform re use of leisure time	29	17	22	33	17	23	17	4	10
10. Help to clarify personal goals	48	28	37	46	29	33	44	30	28
11. Help to learn appropriate behaviour	26	15	22	25	12	17	19	4	16

obviously with the potential for less average exposure to guidance than Grade 12 students would have had as a group. As a matter of fact, if the Grade 10 criteria were applied (i.e., 50 per cent, 25 per cent, and 50 per cent), evaluations by these students would appear to be much more positive.

Noteworthy, finally, as was largely the case with collegiate students, is the fact that significantly positive evaluations (i.e., "Available Enough") were not given by any group of former students for services related to assisting students with career planning or with their personal concerns.

Evaluation of Services by Guidance Counsellors

The third evaluation question related to services was designed to obtain feedback from the perspective of those who deliver the 31 services--the guidance counsellors. Specifically, how many students are served, and how much time is spent on additional activities required to feed into the direct services?

Proportions of Students Served

Responses to the question about the number of students served through each of the 31 activities (answered for a school as a whole by all the counsellors in the school meeting as a group) were designed to be compared with student (current and former) responses to a question about whether they had ever experienced such services. To make the comparison meaningful, however, similar statistics and similar criteria would have to be used for both groups (e.g., 25 per cent of Grade 10 students, 50 per cent of Grade 12 students, and 50 per cent of any group of former students had to indicate that a service had been experienced before it was judged that adequate proportions of students had been served).

Producing statistics from the data for counsellor groups that were comparable to those produced from student data proved to be a challenging task. This was due primarily to the fact that counsellors were asked to respond within categories which had ranges (except for "Not offered" = 0) of 25 percentage points, whereas students responding about themselves as individuals produced data which could be translated into very accurate percentages. In addition, interpretation of counsellor data against student data was made difficult because the counsellor data were based on perceptions of services provided to the whole school (Grades 9 to 13), whereas student data were available exclusively, and separately, for Grades 10 and 12.

The statistical problem was solved by using the mid-points of percentage intervals (0, 13, 38, 63, and 88) and assuming that every school responding in an interval had served that "mid-point" proportion of students. The means that were then computed for each type of school (Table V.4) were also weighted in terms of the variable populations of students in the schools, thus eliminating at least one other possible source of error. Nevertheless, the "estimates" of group percentages must be envisaged simply as gross measures.

Selection of a cut-off criterion for the counsellor data that would be comparable to the aforementioned ones used for student data also provided a challenge. Not only did counsellor data represent grades that were different from the student data, as cited above, but, in addition, counsellors were provided with no time frame. (Student responses were to reflect all guidance services experienced to date in high school.) In any event, the decision was made to use 50 per cent as an indicator that counsellors had served adequate proportions of their students. It was felt that this decision was generous

TABLE V.4

PER CENT OF STUDENTS SERVED THROUGH THIRTY-ONE SPECIFIC GUIDANCE SERVICES IN THREE TYPES OF SECONDARY SCHOOLS: GROUP RESPONSES BY COUNSELLORS IN EACH SCHOOL

Guidance Services	School Type	No. of Schools Serving: 0% (Not Offered)	1-25%	26-50%	51-75%	76-100%	No. of Schools: Not Answering	Not Applicable	Estimated Group %[a]
A. Inform students: career variety									
1. Arrange visits to businesses	C.I.		16	3					17
	S.S.			3					38
	V.S.			1	1	1			62
2. Organize "Career Nights (Days)"/ guest speakers	C.I.		5	2	4	7	1		54
	S.S.		1		1	1			56
	V.S.	1	1	1					17
3. Provide computerized information	C.I.			5	5	9			70
	S.S.		2			1			40
	V.S.		2			1			38
4. Inform re apprenticeship programs	C.I.		4	6	3	6			54
	S.S.					3			88
	V.S.					3			88
5. Inform re sex-role stereotyping	C.I.		2	2	6	9			69
	S.S.					3			88
	V.S.				1	2			80
B. Assist students: career planning									
1. Provide lessons on career planning	C.I.	6	6	1	4	2			29
	S.S.		2			1			36
	V.S.		1	1		1			45
2. Arrange interest/aptitude testing	C.I.		7	8	3	1			38
	S.S.		3						13
	V.S.	1	1			1			32

[a]Estimates of percentages of students served in total groups are means based upon the mid-points of the percentage intervals for schools that responded in the five percentage categories and weighted according to size of school population.

TABLE V.4 (Continued)

Guidance Services	School Type	No. of Schools Serving: 0% (Not Offered)	1-25%	26-50%	51-75%	76-100%	No. of Schools: Not Answering	Not Applicable	Estimated Group $[a]
B. (Continued)									
5. Provide practice in job application completion	C.I.		8	5	4	2			40
	S.S.			2		1			56
	V.S.					3			88
C. Assist students: educational planning									
1. Help select courses/programs (Gr. 9-13)	C.I.					19			88
	S.S.					3			88
	V.S.					2		1	88
2. Make aware of academic abilities	C.I.		3	5	4	6	1		56
	S.S.		1	1	1				39
	V.S.				1	2			80
3. Advise re admission requirements (university or college)	C.I.		1		3	15			79
	S.S.		1		2				46
	V.S.		2			1			36
4. Inform re different universities	C.I.		2	1	6	9	1		68
	S.S.							3	--
	V.S.							3	--
5. Arrange visits to universities	C.I.		12	4		3			32
	S.S.							3	--
	V.S.							3	--
6. Inform re different community colleges	C.I.		2	2	5	10			67
	S.S.		1		1	1			56
	V.S.		2			1			36
7. Arrange visits to community colleges	C.I.		10	5	1	3			35
	S.S.		2	1					21
	V.S.		3						13
8. Inform re loans (university or college)	C.I.		9	2	2	6			45
	S.S.		3						13
	V.S.		2			1			36

TABLE V.4 (Continued)

Guidance Services	School Type	No. of Schools Serving: 0% (Not Offered)	1-25%	26-50%	51-75%	76-100%	No. of Schools: Not Answering	Not Applicable	Estimated Group %[a]
C. (Continued)									
9. Inform re scholarships	C.I.		8	3	1	7			47
	S.S.		2					1	13
	V.S.		2					1	13
D. Assist students: school success									
1. Identify subject problems	C.I.		1	3	4	11			71
	S.S.		1		1	1			53
	V.S.				2	1			71
2. Advise re study skills	C.I.		5	8	3	3			44
	S.S.		1	2					29
	V.S.			1	1	1			62
3. Inform re school expectations	C.I.	1	1	1	3	13			73
	S.S.					3			88
	V.S.					3			88
E. Assist students: personal concerns									
1. Organize students to help other students	C.I.	16	3						2
	S.S.		2	1					21
	V.S.		3						13
2. Counsel in personal crisis situations	C.I.		10	4	3	1	1		31
	S.S.		1	2					30
	V.S.			1		2			70
3. Help to become self-confident	C.I.		7	7	4		1		33
	S.S.		1			2			65
	V.S.		1		1	1			53
4. Help to develop personal standards	C.I.		7	8	2	2			37
	S.S.			1		2			73
	V.S.		1			2			61

TABLE V.4 (Continued)

Guidance Services	School Type	No. of Schools Serving: 0% (Not Offered)	1-25%	26-50%	51-75%	76-100%	No. of Schools: Not Answering	Not Applicable	Estimated Group %[a]
E. (Continued)									
5. Help to get along with others	C.I.	1	8	4	4	2			35
	S.S.				2	1			71
	V.S.			1		2			70
6. Help with communication skills	C.I.	1	7	3	6	2			39
	S.S.			1	1	1			62
	V.S.					3			88
7. Help with decision-making skills	C.I.		5	7	6	1			43
	S.S.		1	1	1				39
	V.S.		1			2			61
8. Help to cope with stress	C.I.		11	6	2				26
	S.S.		1		2				48
	V.S.		1	1		1			44
9. Inform re use of leisure time	C.I.		13	1	4	1			30
	S.S.			1	1		1		49
	V.S.		1	1		1			44
10. Help to clarify personal goals	C.I.		2	7	4	6			58
	S.S.		1		2				46
	V.S.			1	1	1			62
11. Help to learn appropriate behaviour	C.I.		6	3	7	3			47
	S.S.			1		2			73
	V.S.					3			88

enough to counsellors to reflect the problems in computing comparable percentages, but that it also recognized the increased scope of grade levels available for consideration by counsellors and the flexibility permitted by the provision of no time frame. In addition, this criterion was the same as the one used for most of the student and former student groups.

Assessment of the data in Table V.4, using this 50 per cent criterion (see bold print in "Estimated Group %" column), reveals some interesting findings. Data for counsellors in collegiates, for example, meet the criterion for a majority of services in each of three areas--providing information to students about a variety of careers, assisting students in their educational planning, and assisting them to be successful in school. These are consistent with the three areas reported as being experienced most by Grade 10 collegiate students (Table V.1) and with the two areas cited by Grade 12 collegiate students (Table V.1) and by former students (Table V.3), but student data did not meet the criterion for as many of the specific services within the general areas. (It should be kept in mind, however, that these latter differences may, to a certain degree, be a function of the different ways in which the percentage data were derived.)

Likewise, these is remarkable consistency between counsellor data and student data in the secondary schools and vocational schools (Table V.2), though it must be kept in mind that student data in these two types of schools represent responses made only to a question about availability of the 23 services listed for these schools, rather than to whether the services had been experienced. Specifically, students in these schools perceived most of the services related to assisting them with their personal concerns as being available, and counsellors in the schools saw themselves as providing most

of these services to a majority of their students.

Because of the similarities cited above, as might be expected, the differences between types of schools in counsellor data are in the same direction as the data for students (i.e., more services in general meet the 50 per cent criterion in secondary schools and vocational schools, there is greater emphasis on assistance with educational planning in collegiates, and secondary and vocational schools place greater stress on assistance with students' personal concerns). Such differences might be a function of the different philosophies of guidance described previously.

Time Required for Additional Activities

Counsellors were then asked to respond individually to a question regarding how much time they spend on additional activities that are required during the course of providing the services under study.

Responses related to the list of 26 additional activities included on the questionnaire are summarized in Table V.5. An arbitrary criterion of 50 per cent of counsellor responses was set as an indicator (see bold print) that "too little" or "too much" time was perceived as being spent on an activity.

From the summary table, it may be seen that 50 per cent or more of collegiate counsellors felt too little time is being spent on five of the activities. Not one activity met this criterion in the "too much" time category, however, although four paper-oriented tasks (i.e., supervising application forms and procedures, maintaining individual student records, processing Summer/Night School applications, and updating student credit records) were cited by over one-third of the group.

TABLE V.5

TIME REQUIRED FOR TWENTY-SIX ADDITIONAL GUIDANCE ACTIVITIES
IN THREE TYPES OF SECONDARY SCHOOLS: COUNSELLORS

Additional Activities	% in Collegiates indicating:		% in Secondary indicating		% in Vocational indicating	
	Too Little	Too Much	Too Little	Too Much	Too Little	Too Much
1. Organizing field trips, speakers, films	30	4	19	0	33	11
2. Contacting business community	55	0	44	0	89	0
3. Providing liaison with employment and educational agencies	43	1	63	0	67	0
4. Interviewing people in careers	60	1	56	0	33	0
5. Supervising application forms and procedures	10	39	13	19	11	33
6. Assisting in curriculum development	50	2	38	0	67	0
7. Consulting with staff	27	2	38	0	33	11
8. Organizing tours re special education	31	1	19	0	44	0
9. Identifying students in need of counselling	66	1	50	0	56	0
10. Maintaining individual student records	14	39	13	56	33	33
11. Conducting follow-up of drop-outs	51	7	50	13	67	22
12. Facilitating adjustment (ESL, exceptional students, incoming students)	41	12	13	0	56	11
13. Referring students for assessment	13	3	0	0	33	11
14. Providing liaison with feeder schools	21	2	44	0	44	0
15. Co-ordinating activities of special personnel	31	6	13	0	22	11
16. Attending case conferences	40	1	25	0	11	33
17. Gathering course descriptions	13	19	19	0	44	22

TABLE V.5 (Continued)

Additional Activities	% in Collegiates indicating:		% in Secondary indicating		% in Vocational indicating	
	Too Little	Too Much	Too Little	Too Much	Too Little	Too Much
18. Providing placement information	11	3	6	0	11	0
19. Preparing anecdotal information	24	5	0	0	0	11
20. Assisting in job placements and Co-operative Education	29	1	6	0	56	0
21. Organizing University Information Nights (Days)	10	3	0	0	0	0
22. Providing "Storefront" counselling	25	5	25	0	22	0
23. Providing mature student evaluations and educational planning	9	13	19	6	0	0
24. Processing Summer/Night School applications	11	37	6	6	0	0
25. Updating student credit records	14	39	0	63	11	22
26. Monitoring progress in correspondence courses	14	15	6	0	0	0

Counsellors in secondary schools stressed four activities in which too little time is being spent, but they, too, aimed at two of the same record-keeping items as requiring too much of their time.

Vocational school counsellors cited seven activities to which they are not able to devote enough time. As with collegiate counsellors, however, the opinion of this group was not consolidated against any one activity, although one-third of the counsellors felt they spend too much time on supervising application forms and procedures, maintaining individual student records, and attending case conferences.

Evaluation of Services by Parents

The fourth question related to services was concerned with parental perceptions of the services. Rather than deal with the many specific services, however, parents were asked only to reflect on the sets of services related to each of several specified guidance objectives. These objectives included five direct "parent-service" objectives and six "student-service" objectives. Communication with parents by guidance personnel is also a subject of this section. (Because of the extremely low return rate of questionnaires from parents, readers are cautioned again not to generalize findings to all parents, just to the population of "interested" parents.)

Direct Parent Services

As may be seen from Table V.6, parents who were aware that a guidance service was offered by their schools were then required to specify whether it had been experienced and, if so, whether it was satisfactory. Those who felt that the service was not offered were then asked to indicate whether they had

TABLE V.6

EVALUATION OF ACHIEVEMENT OF EACH OF FIVE "PARENT-SERVICE" AND SIX "STUDENT-SERVICE" SECONDARY SCHOOL GUIDANCE OBJECTIVES: PARENTS

Guidance Objectives	Parents of Students In:	% Indicating Service: Is Offered	% Indicating Service: If Offered, Has Been Experienced	% Indicating Service: If Experienced, Was Satisfactory	% Indicating Service: Is Not Offered	% Indicating Service: If Not Offered, Has Been Requested
RE PARENTS						
(a) Inform parents: career planning	Gr.10 - C.I.	**62**	**41**	**78**	9	8
	Gr.10 - S.S.	**60**	**30**	67	12	17
	Gr.10 - V.S.	**67**	**31**	60	8	0
	Gr.12 - C.I.	61	43	51	11	13
	Gr.12 - S.S.	67	56	61	10	0
	Gr.12 - V.S.	44	75	50	17	0
(b) Inform parents: educational planning	Gr.10 - C.I.	**60**	**46**	**74**	4	17
	Gr.10 - S.S.	**64**	**38**	**83**	8	25
	Gr.10 - V.S.	**63**	**40**	67	13	33
	Gr.12 - C.I.	55	40	59	10	8
	Gr.12 - S.S.	65	61	**74**	2	0
	Gr.12 - V.S.	39	43	67	22	25
(c) Assist parents: school success	Gr.10 - C.I.	**50**	**44**	**71**	7	10
	Gr.10 - S.S.	**54**	**48**	**85**	16	13
	Gr.10 - V.S.	**67**	**56**	67	4	0
	Gr.12 - C.I.	49	42	52	10	8
	Gr.12 - S.S.	52	48	67	8	25
	Gr.12 - V.S.	39	71	**80**	22	25
(d) Inform parents: social and emotional growth	Gr.10 - C.I.	35	**39**	68	10	0
	Gr.10 - S.S.	36	28	**100**	18	11
	Gr.10 - V.S.	**50**	**42**	**100**	21	20
	Gr.12 - C.I.	23	37	64	13	6
	Gr.12 - S.S.	40	42	**88**	10	20
	Gr.12 - V.S.	22	**50**	**100**	17	0
(e) Provide community with opportunities in school	Gr.10 - C.I.	30	14	**83**	8	9
	Gr.10 - S.S.	20	20	**100**	14	0
	Gr.10 - V.S.	29	43	**100**	8	0
	Gr.12 - C.I.	31	32	69	8	0
	Gr.12 - S.S.	27	39	**80**	8	0
	Gr.12 - V.S.	17	33	**100**	17	0

TABLE V.6 (Continued)

Guidance Objectives	Parents of Students in:	% Indicating Service: Is Offered	% Indicating Service: Has Been Experienced by Son/Daughter	% Indicating Service: If Experienced, Was Satisfactory to Parents	% Indicating Service: Was Not Experienced by Son/Daughter	% Indicating Service: If Not Offered, Has Been Requested
RE STUDENTS						
(a) Inform students: career variety	Gr.10 - C.I.		63	77	24	
	Gr.10 - S.S.		48	79	28	
	Gr.10 - V.S.		54	69	29	
	Gr.12 - C.I.	N	84	64	8	N
	Gr.12 - S.S.		65	65	15	
	Gr.12 - V.S.	O	61	73	22	O
(b) Assist students: career planning	Gr.10 - C.I.	T	51	79	29	T
	Gr.10 - S.S.		42	76	36	
	Gr.10 - V.S.		38	67	42	
	Gr.12 - C.I.	A	66	56	23	A
	Gr.12 - S.S.		50	71	27	
	Gr.12 - V.S.	P	56	60	22	P
(c) Assist students: educational planning	Gr.10 - C.I.	P	69	73	19	P
	Gr.10 - S.S.		42	86	36	
	Gr.10 - V.S.	L	46	55	33	L
	Gr.12 - C.I.	I	69	56	19	I
	Gr.12 - S.S.		65	68	15	
	Gr.12 - V.S.	C	33	100	39	C
(d) Assist students: school success	Gr.10 - C.I.	A	48	69	34	A
	Gr.10 - S.S.		44	82	38	
	Gr.10 - V.S.	B	38	67	38	B
	Gr.12 - C.I.	L	41	56	36	L
	Gr.12 - S.S.		38	89	25	
	Gr.12 - V.S.	E	33	100	39	E
(e) Assist students: personal concerns	Gr.10 - C.I.		29	68	51	
	Gr.10 - S.S.		56	94	44	
	Gr.10 - V.S.		42	80	46	
	Gr.12 - C.I.		17	61	58	
	Gr.12 - S.S.		31	67	38	
	Gr.12 - V.S.		33	100	39	
(f) Provide students with opportunities outside school	Gr.10 - C.I.		16	74	55	
	Gr.10 - S.S.		22	82	58	
	Gr.10 - V.S.		58	50	25	
	Gr.12 - C.I.		30	80	47	
	Gr.12 - S.S.		54	85	27	
	Gr.12 - V.S.		72	85	11	

ever requested it; this information was to be helpful in deciding whether there was a need to institute a service if it were perceived as being provided rarely.

To help interpret the data from Table V.6, certain criteria were again set. Some of these were the same as those established to help in the interpretation of evaluative data from students in Table V.1 (i.e., regarding whether a set of services is offered, 50 per cent for Grade 10 and 70 per cent for Grade 12; regarding whether the set has been experienced, if aware of its being offered, 25 per cent for Grade 10 and 50 per cent for Grade 12). The criterion for the specific evaluative data ("satisfied with this service"), however, was set at a common 70 per cent for parents of students in both grades; this decision was based on the fact that the data analyzed were conditional upon a parent having claimed first to have experienced a service, thus eliminating the need to consider the reduced opportunity for parents of Grade 10 parents to have availed themselves of a service.

Clearly, from Table V.6 (see bold print), it may be seen that parents of Grade 10 students in all three types of schools were quite aware of the existence of the first three direct services to parents listed in the table. However, no significant growth, to the 70 per cent level, is evident in the responses of parents of Grade 12 students.

Of note, too, is the finding that significant proportions (at least 25 per cent) of all the Grade 10 groups had experienced the first four sets of services; in addition, parents of Grade 10 vocational students met the criterion for the fifth objective also. Interesting, also, is the fact that increases are evident at the Grade 12 level in one or more types of schools for four of the objectives.

The evaluations of these 5 objectives (i.e., "Was Satisfactory") also met the specified criterion (70 per cent) in 16 out of 30 possibilities, with a slight over-representation of Grade 10 over Grade 12 (10 vs. 6) and of secondary schools over vocational schools and collegiates (7 vs. 5 and 4). Interestingly, too, the evaluations improved consistently through the five objectives in order as listed.

Finally, it may be seen from the last column of the first part of Table V.6 that those who stated that the direct parent services were not offered were not overwhelming in their requests for the services.

Student Services

The six student-service objectives listed in Table V.6 were perceived by a considerable proportion (at least 25 per cent) of most groups of parents as having been experienced by their sons and daughters in Grade 10. The two exceptions were parents of Grade 10 students in collegiates and secondary schools in reaction to the last objective (f). Some increases (to the 50 per cent level and more) were evident for most of the first three (a, b, and c) and the sixth (f) student-service objectives. However, this growth did not occur for the two remaining objectives (d and e).

Satisfaction with the services related to the six student-service objectives met the 70 per cent criterion in 20 of the 36 possibilities. Again, there was a slight tendency in favour of Grade 10 over Grade 12 (11 vs. 9) and of secondary schools over vocational schools and collegiates (9 vs. 6 and 5). It should be kept in mind, however, that these evaluations are indirect. Consequently, parents who have been made aware that their sons and daughters have experienced a service might feel that they have not received enough feedback to permit a valid evaluation. Unfortunately, it was not

possible to test this hypothesis, because parents were not provided with a "don't know" response category for this question.

Finally, it will be observed from the last column that only one of the parent groups (collegiate, Grade 12) for one objective (e) gave a sufficiently large number of "no" responses to the question about their sons and daughters experiencing the service to pierce the criterion. (The criteria would be 75 per cent for Grade 10 and 50 per cent for Grade 12, the obverse of the "yes" criteria.) Many of the responses to this question obviously fell into the "don't know" category or were simply not recorded (no answer) because the totals of "Has Been Experienced" and "Was Not Experienced" data often fell far short of 100 per cent.

Communication with Parents

Tables V.7 and V.8 provide summary information concerning the perceptions of parents regarding communication with guidance personnel. It is evident from Table V.7 that half or more of the parents of students in Grade 10 claim to have received no information and that there is not much improvement by the time the students are in Grade 12.

From Table V.8, it may be seen that the most frequently requested communication approaches were "booklet" and "newsletter", although sizeable proportions also favoured "career night". The footnote to this table spells out some elaborations provided by some parents.

Evaluation of Services by Teachers

To answer the fifth evaluation question related to services, teachers were asked, as were the parents, to reflect on the sets of services related to each of several specified guidance objectives. These included four direct

TABLE V.7

AMOUNT OF GUIDANCE INFORMATION RECEIVED BY PARENTS

Parents of Students In:	% Receiving:		
	None	Some, but Not Enough	Just Enough
Grade 10 - C.I.	50	37	12
Grade 10 - S.S.	54	34	6
Grade 10 - V.S.	50	38	8
Grade 12 - C.I.	49	38	10
Grade 12 - S.S.	46	42	13
Grade 12 - V.S.	44	39	17

TABLE V.8

COMMUNICATION APPROACHES DESIRED BY PARENTS

Parents of Students In:	% Indicating:			
	Booklet	Career Night	Newsletter	Other[a]
Grade 10 - C.I.	61	21	48	4
Grade 10 - S.S.	52	24	48	2
Grade 10 - V.S.	50	33	42	8
Grade 12 - C.I.	61	24	54	7
Grade 12 - S.S.	35	29	44	0
Grade 12 - V.S.	50	28	39	0

[a]These included guidance seminars with parents, interviews with parents and student together, mandatory interviews with all parents and all students, and information on job opportunities. In addition, there were some elaborations on the three alternatives presented (e.g, monthly booklet, more than one Career Night, and booklet to include information on guidance personnel and on colleges and universities).

"teacher-service" objectives and the same group of six "student-service" objectives as were evaluated by parents.

Direct Teacher Services

Regarding the four direct teacher services, teachers, like the parents, were asked whether they were aware the services were offered; if so, whether the services had been received; and, if received, how satisfactory they perceived them to be. In interpreting the summary of responses shown in Table V.9, the same criteria as were used previously in the interpretation of responses by parents of Grade 12 students were used (i.e., 70 per cent, 50 per cent, and 50 per cent, respectively, for the three questions posed).

As may be seen from the table, teachers of secondary and vocational schools met the 70 per cent criterion (see bold print), in terms of perception of services being offered, for all four of the objectives. Collegiate teachers, however, met the criterion for the second objective only (providing information so that teachers may assist students in their educational planning).

The relationship between experience with a service and awareness of that service is obvious from the second column of data. Overwhelming proportions of teachers in all types of schools who were aware of the four sets of teacher services claimed to have received them.

Interestingly, too, there was overwhelmingly positive evaluation of the teacher services by those who had received them.

Finally, from the last column of data for the four teacher services, it may be seen that there was not a great demand for the services from teachers who claimed they were not being offered.

TABLE V.9

EVALUATION OF ACHIEVEMENT OF EACH OF FOUR "TEACHER-SERVICE" AND SIX "STUDENT-SERVICE" SECONDARY SCHOOL GUIDANCE OBJECTIVES: TEACHERS

Guidance Objectives	Teachers In:	% Indicating Service: Is Offered	% Indicating Service: If Offered, Has Been Received	% Indicating Service: If Received, Was Satisfactory	% Indicating Service: Is Not Offered	% Indicating Service: If Not Offered, Has Been Requested
RE TEACHERS						
(a) Inform teachers: career planning	C.I.	61	73	89	19	14
	S.S.	78	71	92	10	8
	V.S.	72	71	84	13	21
(b) Inform teachers: educational planning	C.I.	71	72	88	12	18
	S.S.	75	65	91	11	7
	V.S.	72	80	84	10	27
(c) Assist teachers: school success	C.I.	67	82	80	10	15
	S.S.	76	83	91	6	0
	V.S.	74	87	83	13	21
(d) Inform teachers: social and emotional growth	C.I.	50	71	88	22	12
	S.S.	71	84	90	9	8
	V.S.	70	83	88	18	15
			(Has Been Experienced by Students)	(If Experienced, Was Satisfactory to Teachers)	(Was Not Experienced by Students)	
RE STUDENTS						
(a) Inform students: career variety	C.I.		94	62	<1	
	S.S.	N	86	70	2	N
	V.S.	O	76	63	4	O
		T				T
(b) Inform students: career planning	C.I.		90	55	<1	
	S.S.	A	81	70	5	A
	V.S.	P	73	58	5	P
		P				P
(c) Assist students: educational planning	C.I.	L	93	61	1	L
	S.S.	I	84	71	1	I
	V.S.	C	76	70	4	C
		A				A
(d) Assist students: school success	C.I.	B	72	59	5	B
	S.S.	L	79	83	2	L
	V.S.	E	77	72	8	E
(e) Assist students: personal concerns	C.I.		90	56	1	
	S.S.		85	72	2	
	V.S.		83	68	5	
(f) Provide students with opportunities outside school	C.I.		79	59	5	
	S.S.		75	88	9	
	V.S.		78	75	16	

Student Services

All six student-service objectives listed in Table V.9 were perceived by significant proportions of teachers in all types of schools to have been experienced by their students. The evaluations by those who were aware of the receipt of these services by their students, however, met the 70 per cent criterion in only 10 of the 18 possibilities. Included in the 10 were all six possible for secondary school teachers, three of the six possible for vocational school teachers, and only one of the six possible for collegiate teachers.

As was stated for the evaluations of these student services by parents, however, the evaluations are indirect. Awareness that students have received a service does not guarantee that enough feedback will be obtained later from the students to permit teachers to make valid evaluations. Unlike the parents though, teachers were provided with a "don't know" response category for this question; this permitted a test of the hypothesis regarding whether they chose not to judge. As suspected, sizeable proportions of teachers did respond in this category (anywhere from 12 per cent to 33 per cent, with a median of 21 per cent for the 18 percentages).

Finally, the small proportions of definite "no" responses to the question about whether the students had experienced the services indicate that most of the differences between 100 per cent and the proportions of "yes" responses would be accounted for by the other two possibilities, "don't know" and no answer.

Mutually Supportive Activities of Guidance and Business

The sixth evaluation question related to services asked what assistance the business community could give to guidance in the provision of guidance services. As well, it sought information concerning the needs of business that should be met by guidance. Answers to both parts of the question were requested of 26 representatives of the business community with whom Scarborough guidance counsellors had had previous contact through the 1981 Business Experience Program.

Table V.10 shows that, of the 22 representatives of business who responded, most would like guidance to ensure that students develop good attitudes toward work, learn decision-making and problem-solving skills, and become proficient in the skills required for job interviews. Another desirable objective of guidance (from among the first eight listed on Table V.10, which are from the questionnaire mailed to the business representatives) mentioned frequently was the one which specified the development of inter-personal relationships.

The other 10 activities listed on the first part of Table V.10 (numbers 9 to 18) represent responses to an open-ended question provided on the aforementioned mailed questionnaire. As may be seen from the summary of responses, the most frequently mentioned requests were for guidance personnel to keep in touch with industry for purposes of increasing heir awareness of job opportunities, to teach an understanding of the manufacturing process and its educational requirements, and to help students determine their aptitudes and encourage them to attend school.

TABLE V.10

HELP REQUESTED AND OFFERED IN MEETING GUIDANCE NEEDS OF BUSINESS: BUSINESS REPRESENTATIVES

Source of Help	Type of Help	% Indicating This Type of Help
Help Requested of Guidance	1. Develop work attitudes (e.g., initiative, attendance, punctuality)	82 (N=22)
	2. Develop decision-making and problem-solving skills	50
	3. Teach job search techniques	27
	4. Develop inter-personal relationships	41
	5. Teach résumé writing	23
	6. Teach time management	9
	7. Teach conflict resolution	0
	8. Teach job interview skills	50
	9. Communicate with industry to keep aware of job opportunities	41
	10. Teach understanding of manufacturing and its educational requirements	32
	11. Help students determine their aptitudes and encourage them to attend school	23
	12. Direct students to make concise career decisions	18
	13. Develop solid technical skills in both secretarial area and trades.	14
	14. Invite representatives from industry to talk to graduating students	14
	15. Develop computer skills	9
	16. Work with pensioners from industry	5
	17. Appoint business advisory committee for each secondary school	5
	18. Provide direct exposure to working environment	5
Help Offered by Business	1. Career Day Presentations	71 (N=21)
	2. Career Consultation with individual pupils (e.g., interviews at their offices)	19
	3. Pupil tours of company facilities	43
	4. Work Experience Programs (e.g., Business and Commerce pupils going out for a week)	33
	5. Co-operative Education	33
	6. Published information (e.g., career literature)	71
	7. Contact schools regarding job openings: (a) Full-time	14
	(b) Part-time/summer	14

Information for the second part of Table V.10 was obtained from 21 completed questionnaires of those that had been distributed previously to 26 representatives of companies involved in the Business Experience Program. As may be seen, a majority of the respondents indicated that they would be available for "Career Day" presentations and that their companies would be prepared to provide published information (e.g., career literature) to the schools. Less frequently mentioned, but still recorded by a sizeable proportion of the sample, were offers to take students on tours of company facilites and to become involved in Work Experience Programs and Co-operative Education.

VI. EVALUATION OF GUIDANCE SERVICES IN THE SCARBOROUGH ELEMENTARY SCHOOLS

Introduction

Consideration was given to an investigation at the elementary level of the same two basic evaluation questions as were studied at the secondary level:

1. *What guidance services should be provided to Scarborough students?*
2. *How well are guidance services being provided?*

Since major studies (Dilling and Richardson, 1980; Richardson and Dilling, 1980) had been conducted recently at the elementary level, however, it was decided to defer any further data collecting at this time. Consequently, the research questions answered at the elementary level were those that were posed by these two studies, plus those posed by another recent study (Calman *et al* , 1981) which dealt with attitudinal factors at the Grade 8-9 interface.

In summary, therefore, this section is limited to the provision of answers to the following questions from data already available:

(a) What importance is attached to specified guidance objectives by principals, teachers, counsellors, and parents?

(b) What functions (or activities) are specified by principals, teachers, counsellors, and parents as most important to the achievement of the specified objectives?

(c) What are the needs specified by students in three areas of their development--personal/social, academic, and career?

(d) What attitudes toward the different programs in Grade 9 are expressed by students in their Grade 8 year?

It will be observed that this set of questions at the elementary level deals largely with only the first question investigated at the secondary level (i.e., concerning what guidance services should be provided, not how well they are being provided).

Importance of Objectives

Table VI.1 (from Richardson and Dilling, 1980, p. 91) lists the seven elementary guidance objectives which were rated with respect to importance by principals, teachers, counsellors, and parents. In addition, it indicates the top three priorities established by ranking the average ratings for each group.

It is clear from this table, first of all, that six of the seven objectives ranked among the top three priorities for at least one group. Overall, however, it is obvious that the three following objectives stand out as meeting the greatest needs of a majority of all groups:

1. At the request of the principal, to help identify the special needs of children in all schools (i.e., needs which result from learning and behavioural problems).
2. To encourage those who work with children to help build in all children positive feelings about themselves.

TABLE VI.1 (from Richardson and Dilling, 1980, p.91)

TOP THREE ELEMENTARY SCHOOL GUIDANCE OBJECTIVES: PRINCIPALS, TEACHERS, COUNSELLORS, AND PARENTS

Objectives (abbreviated)	Principals				Teachers				Counsellors	Parents			
	Total	JK-6	JK-8	Senior	Total	JK-6	JK-8	Senior	Total	Total	JK-6	JK-8	Senior
(a) Identify special needs of children	1†	1	2.5	1	1.5	1	1.5	2	1	2.5	2	3	*
(b) Assist in developing alternative approaches				*	*	*	*	*	*	*	3	*	
(c) Assist with appropriate educational program choices for children	3	3	1	3	1.5	*	1.5	1	3	*	*		3
(d) Encourage self-concept building in children	2	2	2.5	2	*	2.5	*	*	3	1	1	1	2
(e) Assist in school/ community communication									*				
(f) Assist in (and develop programs to reduce) crisis situations				*	3	2.5	3	3	3				
(g) Introduce students to career information and make them aware of the world of work							*	*	*	2.5		2	1

† Mean ratings ordered (ranked) within columns

* Received a mean rating of 4 or more on a scale of 1 to 5, where 1="no importance" and 5="extremely great importance", but did not rank in the top three objectives

3. To assist students, and those working with students (i.e., principals, teachers, and parents), to select appropriate educational programs within and beyond the elementary level.

Therefore, where judgments have to be made about guidance programs, paramount importance should be placed on activities related to these three objectives.

Finally, it should be noted here that an attempt was made to relate the seven objectives studied at the elementary level to the 15 studied at the secondary level. While some congruence was recognized, it soon became clear that the exercise was not too appropriate because guidance at the two levels is based on different models (and, therefore, objectives are stated differently). At the secondary level, students are coming very close to a time when they will be making their own decisions completely. Conversely, at the elementary level, students are still part of a decision-making model which involves greater co-operation with others (e.g., teachers and parents). Therefore, the decision was made to treat the guidance objectives at the two levels as separate entities for purposes of this part of the report.

Importance of Functions (Activities) Related to Objectives

Tables from the same report (Richardson and Dilling, 1980, pp. 92-98) illustrate the activities that were perceived by principals, teachers, counsellors, and parents as of greatest importance for counsellors to perform in attempting to meet each objective. A summary of these activities related to each objective follows:

(a) To identify special needs of children:

- exchange information with teachers
- interview children
- refer children to specialized resource personnel
- interview parents
- survey needs through the staff

(b) To assist in developing alternative approaches:

- consult with significant adults in a child's life
- recommend specific individual help
- recommend consideration for special class or program placement
- counsel individual students and parents
- co-ordinate "follow through" by resource personnel working with an individual student or family

(c) To assist with appropriate educational program choices for children:

- provide orientation for Grade 8 pupils preparing to enter the secondary panel
- provide orientation for Grade 6 pupils preparing to enter senior public schools and vocational schools
- communicate the special needs of individual students to those directly concerned with the students

(d) To encourage self-concept building in children:

- set exanples in interactions with children
- support and encourage appropriate staff actions
- assist parents by sharing techniques for use with children at home
- share and demonstrate classroom lessons and discussion techniques

(e) To assist in school/community communication:

- interview parents
- report to parents in co-operation with teachers
- provide liaison between parents and School Board or community resource personnel
- assist staff during parent interviews
- involve parents in activities such as career orientation night

(f) To assist in (and to develop programs to reduce) crisis situations:

- work with staff to arrange priorities and plan alternatives to deal effectively with students
- enlist the support of appropriate resource persons
- intervene directly

(g) To introduce students to career information and make them aware of the world of work:

- work with teachers to develop vocational awareness programs which may be integrated with the regular school curriculum, particularly in the intermediate grades and the junior grades.

- demonstrate the use of career development materials and techniques, particularly in the intermediate grades and the junior grades.

Again it should be noted (Table VI.1) that the groups in general emphasized the major importance of objectives (a), (c), and (d). Consequently, the activities related to these objectives should receive priority also. On the other hand, when effort is to be concentrated on objectives indicated as of greater importance for specific groups (e.g., objective (f) for teachers and objective (g) for parents), activities related to these objectives would, of course, take precedence at that time.

Elementary School Student Needs

Table VI.2 summarizes data from the survey of student perceptions of 17 personal/social, 17 academic, and 14 career related needs at the junior (Grades 4-6) and intermediate (Grades 7-8) levels (from Richardson and Dilling, 1980, pp. 88-90). Included are "needs" for which at least 70 per cent of either group gave an affirmative response.

While the table is self-explanatory, certain outstanding factors are worthy of comment. For example, only seven of 17 personal/social needs to which students were asked to respond attained a 70 per cent affirmative response from either or both groups. On the other hand, 12 of 17 academic needs and 13 of 14 career related needs elicited that level of affirmative reaction. In addition to this evidence, the higher percentages reported for the academic and career related needs confirm the fact that students'

TABLE VI.2 (from Richardson and Dilling, 1980, pp. 88-90)

PERSONAL/SOCIAL, ACADEMIC, AND CAREER RELATED NEEDS EXPRESSED BY ELEMENTARY SCHOOL STUDENTS

Personal/Social Needs	Per Cent Affirmative Responses: Junior Students	Per Cent Affirmative Responses: Intermediate Students
1. To be able to tell my ideas in a way others can understand better than I do now.	70.0	70.1
2. To be able to do things more on my own than I do now.	70.4	71.4
3. To know more about what to do when people bother me.	76.9	73.5
4. To learn more acceptable ways of expressing my feelings.	71.6	71.3
5. To learn how to talk to someone about my personal concerns or problems more than I can now.	71.3	70.2
6. To be able to share my feelings with others more than I do now.	70.8	---
7. To feel better about myself.	---	70.1
Academic Needs		
1. To learn how to study better than I do now.	72.9	85.9
2. To know how to make plans for myself and carry them out better than I do now.	77.3	79.2
3. To improve my ability to find the information I need to do school assignments.	71.7	72.2

TABLE VI.2 (Continued)

Academic Needs (Continued)	Per Cent Affirmative Responses	
	Junior Students	Intermediate Students
4. To get better marks on tests.	73.2	84.2
5. To learn how to make better decisions. .	73.9	79.6
6. To learn more about how the decisions I make affect my life.	74.5	77.1
7. To learn how to listen better than I do now.	---	70.6
8. To be able to participate more in class.	---	74.2
9. To understand more about how my feelings affect my choices.	---	78.0
10. To know more about what things I can do well.	---	81.3
11. To organize my time better.	---	76.7
12. To understand more about how other people affect my choices.	(Not asked)	80.5
Career Related Needs		
1. To know where I can get more information about jobs than I have now.	78.9	89.6
2. To know more about what kinds of jobs there are than I know now.	83.0	92.1
3. To know more about what I can do after I finish school.	76.1	87.6
4. To know more about what high school courses are needed to enter certain jobs.	86.2	92.9

TABLE VI.2 (Continued)

Career Related Needs (Continued)	Per Cent Affirmative Responses	
	Junior Students	Intermediate Students
5. To know more about jobs which are different and exciting.	80.6	85.5
6. To know more about what kind of training is needed for certain jobs. .	87.9	93.4
7. To understand more about why I have to take all the subjects I do.	(Not asked)	70.9
8. To know more about how to look for summer or after-school work.	(Not asked)	78.0
9. To learn more about how to compare my abilities and interests with skills required by jobs that interest me. . .	(Not asked)	89.2
10. To know more about what differences there are among Scarborough high schools.	(Not asked)	75.5
11. To get more information about the high school I will be attending.	(Not asked)	80.9
12. To know more about which level of high school courses leads to apprenticeship, community college, university, etc.	(Not asked)	81.4
13. To know more about how to plan my courses for grade nine.	(Not asked)	81.7

perceived needs, or at least interests, are higher in these two areas. Such information should be of considerable use for decision making with respect to elementary guidance programs.

In fact, the priority placed by students on academic needs is consistent with the priority placed by principals, teachers, counsellors, and parents on "assisting with appropriate educational program choices for children" and on "identifying special needs of children". Likewise, the students' expressed career related needs are consistent with their parents' responses. On the other hand, the lower student interest in having their personal/social needs met is at variance with the general priority placed on "encouraging self-concept building in children" by other groups.

Attitudes of Grade 8 Students toward Grade 9 Programs

A recent study (Calman *et al*, 1981) dealing with attitudinal factors at the Grade 8-9 interface was also viewed as yielding some important findings for consideration in this project. In February, 1981, after their Grade 9 option sheets had been completed, all Grade 8 students in the Scarborough elementary schools were surveyed with a view toward ascertaining their perceptions of General-Level and Advanced-Level programs, the influences on their program selection, their hopes and expectations, and their feelings about school.

Following is a list of the major findings of this study that have implications for guidance programming at the elementary level:

(a) Grade 8 students, whether they selected the G-Level or the A-Level program, saw the G-Level program as easier, more relaxed, providing

less homework, and permitting more free time outside of school. Conversely, they saw the A-Level program as leading to higher paying and more useful jobs.

(b) Students selecting the G-Level program perceived their own program as offering greater opportunity for making friends, for after school activities, and for having fun. On the other hand, A-Level selectors perceived their own program as more practical/useful, more interesting, leading to more enjoyable jobs, and better thought of by students and teachers.

(c) Contrary to expectations, both the G-Level selectors and the A-Level selectors were quite happy with their program choice.

(d) Parents or guardians were seen as providing by far the greatest personal influence on program selection. In addition, students' own plans for the future were seen as figuring largely in this decision.

(e) Almost all students expected to complete at least Grade 12. However, 91 per cent of A-Level selectors and 39 per cent of G-Level selectors anticipated proceeding beyond that. Even Basic (Occupational)-Level selectors had relatively high expectations (17 per cent expected to complete Grade 13, and 8 per cent expected to go beyond this).

(f) The Grade 8 students surveyed were generally quite happy with their current schools and were definitely looking forward to being in high school.

A major implication of these findings for elementary guidance counsellors has to do with the fact that Grade 9 program selection has been a relatively positive experience for Grade 8 students and that they are looking forward to their high school years. Therefore, whatever attitude building has been taking place need simply be continually reinforced. However, comparisons of perceptions did reveal the "social" and "facile" image of the G-Level program as opposed to the "economic (job)- oriented" image of the A-Level program. The reality of these images might be ascertained with a view toward changing the reality or the perception.

Secondly, in view of the fact that G-Level courses are designed for those entering employment right after high school, it might be interesting to explore why A-Level selectors see their program as the more practical/useful while G-Level selectors see no difference in the two programs in this regard.

Furthermore, considerable effort could be expended to ensure that parents, the most influential persons involved in a student's decision-making regarding program, are well informed. By the same token, counsellors should ensure that students' own plans for the future are reinforced by valid, up-to-date information. At the same time, attempts might be made to ensure that the educational expectations of students are reasonable.

Finally, there may be a need to re-assess the attitude of students toward school, after they have entered Grade 9, to determine whether any disillusionment has set in.

VII. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This report represents one of seven studies conducted under the umbrella of Scarborough's Co-operative Evaluation and Development of School Systems (CEDSS) project. The seven areas to be evaluated were isolated from feedback obtained during a previous phase of the project.

Once a CEDSS Guidance Services Sub-committee had been established, the task of isolating relevant evaluation questions proceeded from June, 1981, through September, 1981. One set of three questions had to do with the objectives of guidance, and another set of six was concerned with the specific services or activities associated with these objectives.

Since data were already available from Scarborough studies conducted recently at the elementary level, and even though these data had to do largely with objectives only, not services, the decision was made not to conduct further surveys at this level. Available data were to be used to answer, insofar as possible, the evaluation questions posed.

At the secondary level, however, the decision was made to survey the following populations concerning guidance services.

(a) Students currently in Grades 10 and 12 in the three types of Scarborough secondary schools: collegiate institutes, secondary schools, and vocational schools.

(b) Former students of Scarborough collegiate institutes who left school from September, 1980, to September, 1981, after Grade 10 with no diploma or as Grade 12 or Grade 13 graduates.

(c) Guidance counsellors in the three types of schools.

(d) Parents of students currently in Grades 10 and 12 in the three types of schools.

(e) Secondary school teachers (including principals and vice-principals) in the three types of schools.

(f) Supervisory officers of the Scarborough Board of Education.

(g) Trustees of the Scarborough Board of Education.

(h) Business officials contacted by Scarborough guidance counsellors in 1981 through the Business Experience Program operated by the Board of Trade in co-operation with all Boards of Education in Metropolitan Toronto.

During October, November, and December, 1981, development and field testing of questionnaires for each of the specified populations was completed. Then, the month of January was spent in selecting random samples (large enough that the error would be no greater than five per cent in generalizing to a population) and in preparing materials for distribution.

Questionnaires for the in-school groups (current students, teachers, and guidance counsellors) were distributed on one day ("CEDSS Day"--February 8, 1982) set aside in the schools for this purpose for all seven of the CEDSS evaluation projects. With a view toward confidentiality, provision was made for students to seal their questionnaires in envelopes given to them before submitting them for return. Teachers and counsellors were asked to return their questionnaires independently in the envelopes provided.

Questionnaires for the five other groups were distributed via Canada Post or inter-office mail in early February, 1982. Stamped and addressed return envelopes were included.

All questionnaires, some of which were still being received in early April, 1982, were prepared for analysis as they arrived. Computer analysis was initiated as soon as it was felt that all the potential returns for a group had been received. (Follow-up telephone calls were made to all individuals (except trustees, to whom notes were sent) for whom Canada Post or inter-office mail was used as the medium of contact and who had not responded by the end of February.)

The questionnaire return rates were quite acceptable (over 80 per cent) for four of the samples--counsellors, teachers, supervisory officers, and business representatives--thus establishing confidence in the generalizability of data to the populations. For two of the samples--students and trustees--some slight caution was advised in generalizing because the return rates were generally between 70 and 80 per cent. For former students and parents, however, the return rates of 41 and 26 per cent, respectively, forced a re-definition of the populations to those who were interested enough in the issues to respond to the questionnaire sent.

Summary of Results Regarding Secondary School Guidance Objectives

Data presented in Chapter IV provided answers to a set of three questions related to the general question concerned with guidance objectives: "What guidance services should be provided to Scarborough students?"

(a) What are the guidance objectives as listed in curriculum documents produced by the Ministry of Education and the Scarborough Board of Education?

The guidance objectives listed commonly in curriculum documents are as follows:

1. To provide information to students about a variety of careers.

2. To provide assistance to students in career planning.

3. To provide assistance to students in educational planning.

4. To provide information to parents to assist students in their career planning.

5. To provide information to parents to assist students in their educational planning.

6. To provide information to teachers to assist students in their career planning.

7. To provide information to teachers to assist students in their educational planning.

8. To provide assistance to students so that they can be successful in school.

9. To provide assistance to parents so that students can be successful in school.

10. To provide assistance to teachers so that students can be successful in school.

11. To provide assistance with students' personal concerns.

12. To provide information to parents so that they can help students grow socially and emotionally.

13. To provide information to teachers so that they can help students grow socially and emotionally.

14. To provide opportunities for students to participate in career, educational, or volunteer experiences outside the school.

15. To provide opportunities for community members to become involved in the school.

(b) Which of the specified objectives are perceived to be of greatest importance by selected groups: students, guidance counsellors, parents, teachers, supervisory officers, and trustees.

Table VII.1 provides a summary of the objectives which received the greatest support from each of the groups specified.

TABLE VII.1

SUMMARY OF SECONDARY SCHOOL GUIDANCE OBJECTIVES SUPPORTED MOST[a] BY DIFFERENT GROUPS

Groups	Objective Numbers														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Students:[b]															
Gr. 10 (C.I.)	X	X	X					X						X	
Gr. 12 (C.I.)	X	X	X											X	
Former Students:															
No Diploma	X	X	X											X	
Gr. 12 Grads.	X	X	X					X						X	
Gr. 13 Grads.	X	X	X					X			X			X	
Counsellors: C.I.		X	X					X			X				
S.S.		X						X			X			X	
V.S.		X						X			X			X	
Parents of Students															
in: Gr. 10 (C.I.)	X	X	X											X	
Gr. 10 (S.S.)	X	X												X	
Gr. 10 (V.S.)	X		X											X	
Gr. 12 (C.I.)	X	X	X											X	
Gr. 12 (S.S.)	X	X	X	X										X	
Gr. 12 (V.S.)	X										X			X	
Teachers: C.I.	X	X	X					X			X				
S.S.	X	X	X					X			X				
V.S.		X						X			X				
Supervisory Officers	X	X	X					X			X				
Trustees	X	X	X		X						X			X	

[a]placed among top five of 15 objectives by at least 50 per cent of a group.

[b]Grade 10 and Grade 12 students in secondary and vocational schools were asked only how the Guidance Department could be of more help to them. Requests were for help in finding jobs, more information on different types of jobs, advertisements about available jobs, more help in selecting subjects pertaining to the future, and an increased personal counselling service.

(c) In the perception of guidance counsellors, supervisory officers, trustees, and representatives of the business community, how successfully are these objectives being met, and what do counsellors feel prevents them from meeting those objectives rated as least successfully met?

Table VII.2 provides a summary of the objectives which are perceived by different groups as being met at least moderately well.

TABLE VII.2

SUMMARY OF SECONDARY SCHOOL GUIDANCE OBJECTIVES PERCEIVED AS BEING MET AT LEAST MODERATELY WELL[a] BY DIFFERENT GROUPS

Groups		Objective Numbers														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Counsellors:	C.I.	X	X	X		X		X	X	X	X	X		X	X	
	S.S.	X	X	X			X	X	X	X	X	X		X		
	V.S.	X	X	X	X	X	X	X	X	X	X	X	X	X		
Supervisory Officers		X	X	X					X			X			X	
Trustees		X	X	X				X							X	
Business Representatives[b]		Career and vocational counselling rated as "neutral" (with a slight tendency toward the negative) in effectiveness.														

[a]Expressed as being at least "moderately well" met by at least 70 per cent of a counsellor group and rated at least at the mid-point (3.0) of a 5-point scale by supervisory officers and trustees.

[b]Asked only to rate effectiveness of career and vocational counselling in general on a 5-point scale.

In addition to those highlighted in Table VII.2 as being met as least moderately well, it was clear that some objectives were perceived as being met "very successfully" by guidance counsellors. Such was reported, for example, by at least 50 per cent of the counsellors in each of the three types of schools for objective number 11 (dealing with students' personal concerns). Six other objectives (numbers 1, 2, 3, 8, 10, and 14) received similarly high ratings of achievement by counsellors, but in only one or two of the types of schools. In addition to these high ratings by counsellors, supervisory officers rated the achievement of two objectives (numbers 3 and 11) at a very high level (mean ratings of 3.9 and 4.0, respectively).

Guidance counsellors who felt they were not able to meet the objectives very successfully attibuted the lack of success largely to problems of available time. Contributing to this were the myriad expectations of counsellors which result in efforts being spread too thinly, the excessive paper work, and the increased workload in semestered schools.

Summary of Results Regarding Secondary School Guidance Services

Chapter V provided answers to a set of six questions related to the general question concerned with guidance services: "How well are guidance services being provided?"

(a) What specific services (activities) related to the specified objectives are listed in curriculum documents?

The 31 specific guidance services (activities) listed commonly in curriculum documents, classified according to the five direct "student-service" objectives to which they would be related, are as follows:

A. To provide information to students about a variety of careers.

1. Visits to businesses.
2. "Career Nights (Days)" with guest speakers.
3. Computerized information about careers.
4. Information on apprenticeship programs.
5. Information that careers are open to all people, regardless of their sex.

B. To provide assistance to students in career planning:

1. Lessons about career planning.
2. Interest and aptitude testing to help students discover their career interests.
3. Assistance in how to complete job applications.

C. To provide assistance to students in educational planning:

1. Assistance to students in selecting courses and programs in Grades 9-13.
2. Assistance to students in learning about their academic abilities.
3. Advice to students on admission requirements for university or college.
4. Information about different universities.
5. Visits to universities.
6. Information about different community colleges.
7. Visits to community colleges.
8. Information on getting loans for university or college.
9. Information on scholarships.

D. To provide assistance to students so that they can be successful in school:

1. Assistance to students in identifying problems with their school subjects.
2. Advice on improving study skills.
3. Information on what the school expects of students.

E. To provide assistance with students' personal concerns:

1. A program where students help other students with their personal problems.
2. Assistance from counsellors to students in personal crisis situations.
3. Assistance to students in becoming self-confident.
4. Assistance in developing personal standards.
5. Help to students in learning how to get along with others.
6. Assistance in developing communication skills.
7. Assistance in developing decision-making skills.
8. Help to students in coping with stress.
9. Information on use of leisure time.
10. Help in clarifying personal goals.
11. Help to students in learning appropriate behaviour.

(b) *Do students and former students perceive these services to be offered in their schools, did they ever avail themselves of the services, and did they perceive the services to be available to a sufficient degree?*

Most of the services perceived to be offered by at least half of Grade 10 collegiate students were related to three objectives--providing students

with information about a variety of careers, assisting them in their educational planning, and assisting them to be successful in school. In anticipation of growth, 70 per cent was used as the cut-off point for Grade 12 collegiate students; this isolated services related to the first two objectives cited for Grade 10 students.

According to the same 50 per cent criterion, Grade 10 students in secondary schools and vocational schools perceived at least some of the services related to all objectives as being provided; anticipated growth to 70 per cent by Grade 12, however, could not be concluded in vocational schools for any services in two of the five areas (providing students with information about a variety of careers and assisting them in their educational planning). What is most significant, though, is the fact that half the services perceived to be provided by the specified proportions of secondary and vocational school students are in the area of meeting students' personal concerns.

Data from the groups of former students, judged by the same criterion as for current Grade 12 students, indicated that Grade 12 and Grade 13 graduates had about the same perceptions as current Grade 12 students concerning whether specific guidance services had been offered in the schools that they had attended. By the same criterion, however, data from students who left school with no diploma were not as positive.

Judged against a criterion of 25 per cent for Grade 10 students and one of 50 per cent for Grade 12 students, large enough proportions of collegiate students had not availed themselves of most of the services listed. (Students in secondary and vocational schools were not asked to respond to this issue.)

Services that were experienced by the specified proportions of students tended to be in the same areas as those in which the services were perceived to be offered.

Again, regarding experience with the services, the same may be said for the responses of the three groups of former students as was indicated for their data concerning whether the services had been offered (i.e., data for Grade 12 and 13 graduates approximated data for current Grade 12 students, although responses for the "No Diploma" group were not as positive in nature).

Availability of the 31 services to a sufficient degree was not affirmed (by 50 per cent of Grade 10 students and by 70 per cent of Grade 12 students) in most cases by collegiate students. (Again, secondary and vocational school students were not asked to respond to this issue.) Where affirmation occurred at or beyond the specified degrees, the services were largely in the realm of assisting students in their educational planning.

The same statements may be made about the responses of former students concerning availability of services in the schools they had attended as are made above for collegiate students.

In summary, collegiate students and former students perceived several services, largely in two areas--providing students with information about a variety of careers and assisting them in their educational planning--as being offered, experienced by them, and available enough. Services in the three other areas--assisting students in their career planning, assisting them to be successful in school (except in the perception of current Grade 10 students), and assisting students with their personal concerns--were perceived as being neglected. Students in secondary and vocational schools, on the other hand,

perceived at least some of the services to be offered in most of the five areas, with considerable emphasis on assistance with students' personal concerns. It was speculated that the differences revealed for these two types of schools, compared with collegiates, might be attributed to a philosophy which requires that guidance be largely a responsibility of all teachers in these schools.

(c) What proportion of students do counsellors perceive as receiving these services, and how much time do counsellors perceive as being required for additional activities performed in the course of providing these services?

In collegiates, counsellors reported having served at least half of their students through a majority of the activities listed in the three areas--providing information to students about a variety of careers, assisting them in their educational planning, and assisting them to be successful in school. This is consistent with information provided by students, although the students were not as generous in the proportions they indicated.

Counsellors in secondary and vocational schools, like their students (who were asked only if the services were provided in their schools), reported themselves as having provided to a majority of their students most of the services related to assisting students with their personal concerns, as well as many of the services associated with the other four areas.

Regarding time spent on additional activities performed in the course of providing these services, half or more of the collegiate counsellors cited too little time for five activities (establishing contacts with the business community, interviewing people in specific careers, assisting in curriculum

development, identifying students in need of counselling, and conducting follow-up studies of drop-outs). Mentioned by a smaller, but significant, proportion of these counsellors as requiring too much time were several paper-oriented tasks associated with record keeping.

Half or more of the secondary school counsellors cited three of the same activities as mentioned by collegiate counsellors (the second, fourth, and fifth) as those on which too little time was spent. Another (providing liaison with employment and educational agencies) was added also. This group, too, aimed at some record-keeping activities as requiring too much time.

By the same 50 per cent criterion, seven activities fell into the category of having too little time available as far as vocational school counsellors were concerned. Five of these are from the six (except for interviewing people in specific careers) mentioned above for at least one of the two other counsellor groups. The two additional ones cited were facilitating the adjustment of ESL, exceptional, and incoming students and providing assistance in job placements and Co-operative Education for students. Again, a few paper-oriented tasks were named by a sizeable proportion of these counsellors as requiring too much of their time.

(d) Do parents perceive the set of direct services to themselves and the set of selected student services to their children as being offered in their schools, did they ever avail themselves of the direct services or perceive their children as availing themselves of the selected student services, and were they satisfied with the services to themselves and their children?

Using 50 per cent as the criterion of acceptability in Grade 10, it was concluded that parents of Grade 10 students in all three types of schools were

quite aware of three of the five sets of direct services available to them (i.e., provision of information or assistance to parents so that they can assist their sons and daughters in their career planning, in their educational planning, and in their efforts to be successful in school). Parents of Grade 10 vocational school students were also aware of services which provided information to them so that they can help their sons and daughters grow socially and emotionally. Use of 70 per cent as a criterion which would show growth between Grade 10 and Grade 12, however, isolated none of the five services to parents.

In terms of having experienced the five direct services, significant proportions (at least 25 per cent of those aware of the services) of parents of Grade 10 students in all three types of schools had experienced the four mentioned above. Furthermore, growth to the 50 per cent level in Grade 12 was demonstrated in at least some of the cases for four of these services. The required criterion was met only by parents of Grade 10 vocational school students for the fifth service, providing community members with the opportunity to become involved in the school.

Positive evaluations of these parent services were provided by at least 70 per cent of the parents in over half of the 30 possible cases (five services by six groups of parents), with responses favouring Grade 10 slightly over Grade 12 and secondary schools over vocational schools and collegiates.

Exploration of a final question regarding direct parent services indicated that there was no overwhelming desire for any service by those who did not perceive that it was offered.

With respect to the six sets of student services (i.e., services related to providing information or assistance regarding a variety of careers, career planning, educational planning, school success, personal concerns, and opportunities outside school), at least 25 per cent of the parents of the Grade 10 student groups claimed that their sons and daughters had experienced most of the services. At the Grade 12 level, the 50 per cent criterion was also met in many of the cases. Parental satisfaction with these services met the 70 per cent criterion in over half of the 36 possible cases as well. Again, the responses favoured Grade 10 slightly over Grade 12 and secondary schools over vocational schools and collegiates.

Communication by guidance personnel, according to the perceptions of parents, was not too satisfactory. Improvement, they felt, could be accomplished through distribution of an information booklet and publication of a newsletter.

(e) Do teachers perceive the set of direct services to themselves and the set of selected services to their students as being offered in their schools, did they ever avail themselves of the direct services or perceive their students as availing themselves of the selected services, and were they satisfied with the services to themselves and their students?

Except for collegiate teachers, for whom the specified 70 per cent were aware of only one of the four sets of direct teacher services offered, teachers in the different types of schools were generally quite aware of the guidance services available to them (i.e., services related to the provision of information or assistance so that they can help their students with career planning, educational planning, school success, and social and emotional growth). Overwhelming proportions of teachers in the three types of schools

also claimed to have received all the services and were very positive in their evaluations. On the other hand, teachers who claimed the services were not offered did not indicate a significant desire for them.

The same six sets of student services mentioned previously as having been evaluated by parents were perceived by well over the specified 50 per cent of teachers in each of the three types of schools as having been experienced by their students. All of these services were evaluated positively by at least 70 per cent of the secondary school teachers who were aware of the receipt of these services by their students. Such was the case, however, for only three of the sets of services (related to educational planning, school success, and provision of opportunities outside of school) as far as "aware" vocational school teachers were concerned, and for only one set (related to provision of opportunities outside of school) according to "aware" collegiate teachers.

(f) What mutual assistance can the business community and guidance counsellors provide to maximize guidance services to students?

As far as the representatives of the business community were concerned, most indicated they would like guidance to ensure that students develop good attitudes toward work, learn decision-making and problem-solving skills, become proficient in the skills required for job interviews, and develop inter-personal relationships. In addition, it was suggested that guidance personnel should keep in touch with industry for purposes of increasing their awareness of job opportunities, should teach an understanding of the manufacturing process and its educational requirements, and should help students determine their aptitudes and encourage them to attend school.

In return, business representatives reported that they would be available for "Career Day" presentations and that their companies would be

prepared to provide published information (e.g., career literature) to the schools. A sizeable proportion also offered to take students on company tours and to become involved in Work Experience Programs and Co-operative Education.

Summary of Results Regarding Guidance in Scarborough Elementary Schools

In Chapter VI, information was presented from three Scarborough studies conducted recently to answer questions concerned with guidance at the elementary level. For purposes of this study, a set of four questions, dealing largely with objectives, not how well the services are being provided, was considered.

(a) What importance is attached to specified guidance objectives by principals, teachers, counsellors, and parents?

The following objectives stood out as meeting the needs of a majority of all groups:

1. At the request of the principal, to help identify the special needs of children in all schools (i.e., needs which result from learning and behavioural problems).
2. To encourage those who work with children to help build in all children positive feelings about themselves.
3. To assist students, and those working with students (i.e., principals, teachers, and parents), to select appropriate educational programs within and beyond the elementary level.

(b) What functions (or activities) are specified by principals, teachers, counsellors, and parents as most important to the achievement of the specified objectives?

In Chapter VI, the seven objectives outlined for guidance at the elementary level were listed. For each one, anywhere from two to five specific activities perceived as being of greatest importance for guidance personnel to perform in attempting to achieve the objective were prescribed.

(c) What are the needs specified by students in three areas of their development--personal/social, academic, and career?

At least 70 per cent of elementary students, at both the junior and intermediate levels, affirmed 12 of 17 academic needs and 13 of 14 career related needs. However, only seven of 17 personal/social needs were endorsed. Emphasis on the academic needs expressed by students is consistent with the priority placed on two of the objectives by principals, teachers, counsellors, and parents (i.e., regarding the selection of appropriate programs for children and identifying their special needs). Likewise, the students' expressed career related needs are in accord with responses of their parents. However, the low student interest in having their personal/social needs met is inconsistent with the general priority placed on such objectives as "encouraging self-concept building in children" by other groups.

(d) What attitudes toward the different programs in Grade 9 are expressed by students in their Grade 8 year?

Responses by Grade 8 students about to enter Grade 9 suggested that Grade 9 program selection had been a relatively positive experience for them and that they were looking forward to their high school years. However, comparison of the perceptions of G-Level and A-Level programs did reveal the

"social" and "facile" image of the former as opposed to the "economic (job)-oriented" image of the latter.

Conclusions

The two basic purposes of the CEDSS project--to provide accountability data and to indicate areas in need of improvement--were kept in mind during the formulation of the questions and the gathering of data for the CEDSS Guidance Services Report. The following major conclusions also reflect these two basic purposes of CEDSS, but with specific reference to guidance services.

Secondary School Guidance

1. The general endorsation of objectives related to students affirms students as the major clients of guidance.
2. Guidance counsellors are meeting well the highly desirable objective of assisting students with their educational planning.
3. Career planning services are perceived generally as of top priority; however, they are not seen as being available enough.
4. Educators see the need for attending to the personal concerns of students, but parents and students themselves are not as sure of this need.
5. The special needs of students in secondary (occupational) and vocational schools result in an emphasis on assistance with the students' personal concerns.
6. Parents interested enough to respond to the survey are not as aware of guidance services as they should be. In fact, they indicate a need for improved communication about these services.

7. Where parents have experienced direct informational services, or where their sons/daughters have availed themselves of guidance services, considerable satisfaction is registered by the parents.
8. Teachers are quite aware of guidance services available to them, have experienced them, and are satisfied with them. Teachers in secondary (occupational) and vocational schools are more satisfied than collegiate teachers with the services to their students.
9. Guidance counsellors serve considerable numbers of students through many activities, although the relationship between the activities and the ultimate objectives may not always be recognized by the students being served.
10. Guidance counsellors feel themselves to be at least fairly successful in their delivery of services to students, but least successful in serving parents.
11. There are many obstacles preventing guidance counsellors from meeting the specified objectives successfully. Among the most significant of these obstacles are the numerous expectations of counsellors and the great amount of record-keeping activities--all representing the need for time, thus preventing the provision of many services in depth.

Elementary School Guidance

1. The major focus of guidance at the elementary level should be on identifying the special needs of children and assisting with decisions regarding appropriate programs.

2. The development of positive self-concept should also be an emphasis of elementary guidance, even though students, perhaps because of lack of maturity, do not desire as much concentration on their personal/social needs as on their academic and career related needs.

Recommendations

Secondary School Guidance

During the process of developing a list of recommendations, several factors were kept in mind: the limitations of the survey instruments; the limited return rates for some of the samples, making generalizations to these populations hazardous; and the commonalities of perceptions about the different guidance services.

With respect to guidance at the secondary level, based on the statistics obtained in this study, the sub-committee recommends as follows:

1. That, based upon the findings of this study and the current economic situation in the nation, the Board adopt as a top priority for the 1982-83 school year the provision of guidance services, and in particular career counselling.
2. That, consistent with the emphasis on career counselling, the priorities established for all guidance programs ensure greater awareness of and opportunity for:
   (a) interest/aptitude testing and interpretation for all students.
   (b) student visits to industry and business, in co-operation with the Program Department.

(c) computerized information services with respect to careers.

(d) practice in résumé writing and job application.

3. That, in view of the increased emphasis on guidance services, the Board provide specific in-service programs for school administrators, Board administrators, and guidance counsellors.
4. That the Student and Community Services Department establish a committee to study ways of adjusting current responsibilities of guidance counsellors to allow them more time to carry out the specified priorities.
5. That each school staff, under the leadership of the principal, take steps to make parents more aware of guidance services available.
6. That the Student and Community Services Department continue to study in detail the Scarborough CEDSS Guidance Services Report and the Association of Large School Boards in Ontario Guidance Services Project Reports (Dineen, 1981; ALSBO, 1982).
7. That each school review the data from the CEDSS Guidance Services Report, as well as other relevant data, with a view to establishing an on-going local program of assessment and evaluation to obtain regular feedback on guidance services.

Elementary School Guidance

Based on the findings and their implications related to guidance at the elementary level, it is recommended:

1. That a committee be established to outline a clearly stated philosophy of guidance and counselling at the elementary level.

It is expected that the tasks of the committee, with reference to the reports cited above, would comprise the following:

(a) assessment of the congruence between the objectives, functions, and student needs identified as most important and the current activities of the elementary guidance program.

(b) establishment of a common set of counsellor objectives and functions for all Scarborough elementary schools while permitting consideration of individual school special needs.

(c) assessment of the implementation of the Guidance Curriculum Guide for Use in Scarborough Elementary Schools by counsellors and teachers.

(d) further development of guidance programs, to include relevant resource materials and some provision for counsellor skill development, which will enable counsellors and teachers to achieve guidance objectives.

(e) creation of an assessment model which would be used by counsellors to measure progress in meeting the objectives and expressed needs of students, and to identify changing needs in individual schools and the Borough at large.

2. That a program be developed to create an awareness in all staff members, students, and parents of their respective roles and responsibilities within the framework of the philosophical statements.

   It is anticipated that such a program would outline content, would indicate appropriate communication procedures and schedules, and would make provision for the periodic assessment of communication effectiveness.

REFERENCES

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APPENDIX A

Summary of Goals, Objectives, and

Related Activities for Guidance Services

SUMMARY OF GOALS, OBJECTIVES, AND RELATED ACTIVITIES FOR GUIDANCE SERVICES

GENERAL GOALS: "To assist students to develop into integrated, competent, and socially responsible persons" (6)[1]

To help students "gain a better understanding of themselves in order to take advantage of their opportunities and meet their social responsibilities" (4)

GOAL A: To provide career and educational guidance to students and assistance to those working with students

OBJECTIVES	RELATED ACTIVITIES
1. To provide students with career awareness information (including future projections) (1, 2, 4, 6, 7, 9, 11, 12, 13, 14, 16)	- organizing elementary school career awareness lessons (14) - organizing field trips, career speakers, and film presentations (11, 14) - providing S.C.I.S. and other computerized career information (6, 14, 15) - establishing contacts with business community (5, 9, 13, 14, 15) - liaising with Canada Employment and Immigration Commission, apprenticeship programs, community colleges, universities, and Ministry of Education (9) - providing information on limitations imposed by sex-role stereotyping (6, 7)
2. To provide students with career preparation information (including educational planning and career opportunities) (1, 2, 6, 7, 9, 12, 13, 14, 15)	- improving students' self-awareness (through the use of achievement and interest scores) (6, 7, 14) - advising students on course and program selection for Grades 9 - 13 (2, 5, 11, 13, 14, 15) - advising students on post-secondary admission requirements (2, 6, 13, 14, 15) - advising students on educational financing and scholarships (14) - interviewing people in specific careers (14) - supervising completion of application forms and procedures (14, 15) - providing individual counselling (2, 5, 11, 14, 15) - providing computerized career information (e.g., CHOICES) (14)
3. To provide parents with information to assist in career and educational planning for students (4, 5, 9, 14)	- establishing contacts with business community (5, 9, 13, 14, 15) - liaising with Canada Employment and Immigration Commission, apprenticeship programs, community colleges, universities, and Ministry of Education (9) - providing information on limitations imposed by sex-role stereotyping (6, 7) - providing specialized information regarding educational financing (14) - providing specialized information regarding special needs and abilities of students (4, 11, 14) - distributing newsletters to parents (14) - informing parents of the nature of educational programs available (4, 5, 11, 15) - providing information on post-secondary admission requirements (2, 15)

[1] Number of reference from which concept was obtained

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OBJECTIVES	RELATED ACTIVITIES
4. To provide teachers with information to assist in career and educational planning for students (3, 4, 5, 9, 16)	- establishing contacts with business community (5, 9, 13, 14, 15) - liaising with Canada Employment and Immigration Comission, apprenticeship programs, community colleges, universities, and Ministry of Education (9) - providing information on limitations imposed by sex-role stereotyping (6, 7) - providing specialized information regarding special needs and abilities of students (4, 11, 14) - assisting in curriculum development (e.g., integrating careers into subject areas (3, 4, 10, 14, 16), designing individualized programs (16)) - demonstrating the use of career development materials and techniques (16)
5. To provide assistance to students in attaining success in school (4, 7, 10, 11, 12, 13, 16)	- individual counselling of students to clarify problem areas (10, 11, 14, 16) - consulting with staff (14, 16) - organizing tours and visits to facilities for special education (14) - providing group instruction on study skills (14) - providing information on students' duties, rights, and responsibilities (2, 5) - providing information on school expectations (5) - identifying students in need of counselling (14, 16) - maintaining records of individual student programs and progress (5, 14, 15) - direct intervention (6) - conducting follow-up studies of drop-outs (15) - facilitating adjustment of ESL, exceptional, and incoming students (5, 15)
6. To provide assistance to parents and teaching staff in improving students' level of success in school (4, 16)	- referring students for assessment (for Special Program placement) (14) - providing information on Special Programs (14) - consulting with staff regarding student progress (11, 14, 16) - consulting with parents regarding student progress (4, 14, 16) - organizing tours and visits to facilities for special education (14) - notifying parents and staff of timetable changes (14) - providing information on students' duties, rights, and responsibilities (2, 5) - providing information of parents' rights and responsibilities (5) - providing information on school expectations (5) - maintaining records of individual student programs and progress (5, 14, 15) - conducting follow-up studies of drop-outs (15) - acquiring information from standardized tests (11, 13, 16) - liaising with feeder schools (5, 13, 15) - co-ordinating activities of special personnel who may be involved with a particular student (11, 16) - notifying parents and obtaining necessary approval for assessments (14) - providing specialized information regarding students' special needs and abilities (4, 16) - organizing parent "study and discussion groups" (14) - attending case conferences for special students (14) - gathering information for course descriptions (14) - providing information for Placement meetings (14, 16) - assisting teachers in developing classroom management techniques (4, 16) - providing assistance to teachers in improving communication with students and parents (4)
	- assisting teachers with parent interviews (11, 16) - preparing anecdotal information on students as needed (11) - assisting in the interpretation of standardized tests (11, 13, 16)

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GOAL 8: To provide personal and social guidance to students and assistance to those working with students

OBJECTIVES	RELATED ACTIVITIES
1. To counsel students in developing:	- developing a peer counselling program (13) - providing group instruction on life skills (14) - individual counselling (7) - facilitating adjustment of ESL students (15) - facilitating adjustment of incoming students (5, 11, 15, 16) - facilitating adjustment of exceptional students (5, 7) - assisting in crisis situations (6, 7, 16)
(a) a positive and realistic self-concept (4, 6, 8, 13, 16)	
(b) emotional independence (4, 7)	
(c) a personal value system (4, 13)	
(d) social relationships and communication skills (4, 9, 11, 12, 13, 14)	
(e) inquiry skills (4)	
(f) decision-making skills (4, 6, 7, 11, 12, 13, 14)	
(g) problem-solving skills (4, 11, 12, 13)	
(h) planning skills (4, 6, 7)	
(i) techniques to cope with stress (4, 6, 11, 14)	
(j) an understanding of their sexuality (4)	
(k) wise leisure time interests (4, 13)	
(l) an awareness of personal goals, expectations, and abilities (4, 6, 12, 14)	
(m) an awareness and understanding of the world of work (8, 11, 12, 13)	
(n) knowledge of acceptable, appropriate, and responsible behaviour (8, 11, 12)	
2. To provide information to parents and teaching staff on helping students to grow emotionally and socially (13, 16)	- providing information about the special needs and abilities of students (4, 16) - working with parents on concerns they have about their children (11) - preparing anecdotal information on students (11) - providing parents with information on the availability of local parent-education groups (4, 16) - facilitating communication among students, parents, and teaching staff (4, 13) - providing assistance to teachers in developing classroom management techniques (4, 16)

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GOAL C: To establish communication between the school and community

OBJECTIVES	RELATED ACTIVITIES
1. To assist students in gaining positive experiences in the community (4, 12, 13, 16)	- organizing tours, field trips, and speakers (14) - providing assistance in job placements and Co-operative Education for students (14) - organizing University Information Nights (Days) (14)
2. To encourage community members to become involved in the school (14, 16)	- organizing parent volunteers to work in school programs (16) - distributing newsletters and information to community members (14) - providing "Storefront" counselling (14) - providing mature student evaluation and educational planning (14) - establishing contacts with business community (13, 14, 15)

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REFERENCES FOR GOALS, OBJECTIVES, AND RELATED ACTIVITIES FOR GUIDANCE SERVICES

A. Ministry of Education, Ontario

1. *The Education Act, 1974, Chapter 109.*

2. *Ontario Regulation 704/78: Elementary and Secondary Schools and Schools for the Trainable Mentally Retarded - General.*

3. *Memorandum from John W. Storey, Director, Curriculum Branch, accompanying Guidance: Curriculum Guideline for the Intermediate Division, 1978.*

4. *Guidance: Curriculum Guideline for the Intermediate Division, 1978.*

5. *Secondary School Diploma Requirements: Circular H.S.1, 1979-81.*

6. *Guidance: Senior Division, 1977.*

7. *Guidance for Today: Guidance Services in Ontario Secondary Schools.*

B. Scarborough Board of Education

8. *Five Year Master Plan - September 1979 to June 1984.*

9. *Student and Community Services: Insight Information about the Scarborough Board of Education, Issue 7.*

10. *Order Paper: Education Committee of the Whole, Meeting #11, September 29, 1980.*

11. *Policies and Procedures Manual: Student and Community Services Department, December 12, 1979, Section 3.01.*

12. *Elementary Guidance, 1978.*

13. *Program Planning and Curriculum Guide for Guidance, Senior Division, n.d.*

14. *Guidance Services to be Selected for Study in C.E.D.S.S.* (A summary of Guidance Services in Scarborough prepared by John Wallace, Guidance Co-ordinator).

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APPENDIX B

Student Questionnaire - Collegiate

FOR OFFICE USE ONLY

[1 2 3]

[4 5 6]

Student Questionnaire—Collegiate

CEDSS GUIDANCE SERVICES SUB-COMMITTEE

PERCEPTIONS OF GUIDANCE SERVICES
IN SCARBOROUGH

INTRODUCTION

This survey has been designed to help determine which guidance services should be provided in Scarborough and how these services may be improved. This is not a test. There are no "right" or "wrong" answers to these questions. The important thing is that you give the answers that are right for you. As you answer, please consider all guidance services experienced to date in high school. Please do not put your name on this survey.

INFORMATION ABOUT YOURSELF

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A. Your School: _____

[7 8 9]

B. In which grade are you enrolled?
(Check one only.)

Grade 10 . . . . . ☐ (1)

Grade 12 . . . . . ☐ (2)

[10]

WHAT SERVICES ARE PROVIDED BY YOUR GUIDANCE DEPARTMENT?

C. *Below are listed several services which could be provided by the Guidance Department in your school. In columns (a), (b), and (c), please circle your answers to the following questions:*

(a) Is this service offered?

(b) Have you experienced this service?

(c) Is this service available enough to you?

For your answers, please circle

"Y" if your answer is "YES"

"N" if your answer is "NO"

"DK" if your answer is "DON'T KNOW"

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	(a) Is this service offered? YES (1)	NO (2)	DON'T KNOW (3)	(b) Have you experienced this service? YES (1)	NO (2)	(c) Is this service available enough to you? YES (1)	NO (2)	DON'T KNOW (3)	
1. Lessons about career planning	Y	N	DK	Y	N	Y	N	DK	[11-13]
2. Visits to businesses	Y	N	DK	Y	N	Y	N	DK	[14-16]
3. "Career Nights (Days)" with guest speakers	Y	N	DK	Y	N	Y	N	DK	[17-19]
4. Computerized information about careers . . .	Y	N	DK	Y	N	Y	N	DK	[20-22]
5. Information on apprenticeship programs . . .	Y	N	DK	Y	N	Y	N	DK	[23-25]
6. Information that careers are open to all people, regardless of their sex	Y	N	DK	Y	N	Y	N	DK	[26-28]

	(a) Is this service offered? YES (1)	NO (2)	DON'T KNOW (3)	(b) Have you experienced this service? YES (1)	NO (2)	(c) Is this service available enough to you? YES (1)	NO (2)	DON'T KNOW (3)	
7. Interest and aptitude testing to help students discover their career interests	Y	N	DK	Y	N	Y	N	DK	[29-31]
8. Assistance in how to complete job applications	Y	N	DK	Y	N	Y	N	DK	[32-34]
9. Assistance to students in selecting courses and programs in Grades 9-13	Y	N	DK	Y	N	Y	N	DK	[35-37]
10. Assistance to students in identifying problems with their school subjects	Y	N	DK	Y	N	Y	N	DK	[38-40]
11. Advice on improving study skills	Y	N	DK	Y	N	Y	N	DK	[41-43]
12. Information on what the school expects of students	Y	N	DK	Y	N	Y	N	DK	[44-46]
13. Assistance to students in learning about their academic abilities	Y	N	DK	Y	N	Y	N	DK	[47-49]
14. Advice to students on admission requirements for university or college	Y	N	DK	Y	N	Y	N	DK	[50-52]
15. Information about different universities . .	Y	N	DK	Y	N	Y	N	DK	[53-55]
16. Visits to universities	Y	N	DK	Y	N	Y	N	DK	[56-58]
17. Information about different community colleges	Y	N	DK	Y	N	Y	N	DK	[59-61]
18. Visits to community colleges	Y	N	DK	Y	N	Y	N	DK	[62-64]
19. Information on getting loans for university or college	Y	N	DK	Y	N	Y	N	DK	[65-67]/

				2	0	6				
[1	2	3	4	5	6]					

	(a) Is this service offered? YES (1)	NO (2)	DON'T KNOW (3)	(b) Have you experienced this service? YES (1)	NO (2)	(c) Is this service available enough to you? YES (1)	NO (2)	DON'T KNOW (3)	
20. Information on scholarships	Y	N	DK	Y	N	Y	N	DK	[7-9]
21. A program where students help other students with their personal problems . .	Y	N	DK	Y	N	Y	N	DK	[10-12]
22. Assistance from counsellors to students in personal crisis situations	Y	N	DK	Y	N	Y	N	DK	[13-15]
23. Assistance to students in becoming self-confident	Y	N	DK	Y	N	Y	N	DK	[16-18]
24. Assistance in developing personal standards	Y	N	DK	Y	N	Y	N	DK	[19-21]
25. Help to students in learning how to get along with others	Y	N	DK	Y	N	Y	N	DK	[22-24]
26. Assistance in developing communication skills	Y	N	DK	Y	N	Y	N	DK	[25-27]
27. Assistance in developing decision-making skills	Y	N	DK	Y	N	Y	N	DK	[28-30]
28. Help to students in coping with stress . .	Y	N	DK	Y	N	Y	N	DK	[31-33]
29. Information on use of leisure time	Y	N	DK	Y	N	Y	N	DK	[34-36]
30. Help in clarifying personal goals	Y	N	DK	Y	N	Y	N	DK	[37-39]
31. Help to students in learning appropriate behaviour	Y	N	DK	Y	N	Y	N	DK	[40-42]

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WHAT SERVICES WOULD YOU LIKE YOUR GUIDANCE DEPARTMENT TO PROVIDE?

D. *Many types of information and assistance could be provided by the Guidance Department in your school. Which ones would be helpful to you? For each of the questions below, please circle*

"Y" if your answer is "YES"; "N" if your answer is "NO"; "DK" if your answer is "DON'T KNOW".

	YES (1)	NO (2)	DON'T KNOW (3)	
1. In your opinion, is it necessary for your Guidance Department to provide:				
a) information to you about a variety of careers?	Y	N	DK	[43]
b) assistance to you in career planning?	Y	N	DK	[44]
c) assistance to you in educational planning?	Y	N	DK	[45]
d) information to parents to assist you in your career planning?	Y	N	DK	[46]
e) information to parents to assist you in your educational planning?	Y	N	DK	[47]
f) information to teachers to assist you in your career planning?	Y	N	DK	[48]
g) information to teachers to assist you in your educational planning?	Y	N	DK	[49]
h) assistance to you so that you can be successful in school?	Y	N	DK	[50]
i) assistance to parents so that you can be successful in school?	Y	N	DK	[51]
j) assistance to teachers so that you can be successful in school?	Y	N	DK	[52]
k) assistance with your personal concerns?	Y	N	DK	[53]
l) information to parents so that they can help you grow socially and emotionally?	Y	N	DK	[54]
m) information to teachers so that they can help you grow socially and emotionally?	Y	N	DK	[55]
n) opportunities for you to participate in career, educational, or volunteer experiences outside the school?	Y	N	DK	[56]
o) opportunities for community members to become involved in the school?	Y	N	DK	[57]

E. *If your Guidance Department could offer only <u>five</u> of the fifteen services listed in Section D, which ones would you choose? The list is repeated below. Please show your <u>five</u> choices by placing an "X" in each of five boxes.*

a) Information to you about a variety of careers	☐ (1)	[58]
b) Assistance to you in career planning	☐ (1)	[59]
c) Assistance to you in educational planning	☐ (1)	[60]
d) Information to parents to assist you in your career planning	☐ (1)	[61]
e) Information to parents to assist you in your educational planning	☐ (1)	[62]
f) Information to teachers to assist you in your career planning	☐ (1)	[63]
g) Information to teachers to assist you in your educational planning	☐ (1)	[64]
h) Assistance to you so that you can be successful in school	☐ (1)	[65]
i) Assistance to parents so that you can be successful in school	☐ (1)	[66]
j) Assistance to teachers so that you can be successful in school	☐ (1)	[67]
k) Assistance with your personal concerns	☐ (1)	[68]
l) Information to parents so that they can help you grow socially and emotionally	☐ (1)	[69]
m) Information to teachers so that they can help you grow socially and emotionally	☐ (1)	[70]
n) Opportunities for you to participate in career, educational, or volunteer experiences outside the school	☐ (1)	[71]
o) Opportunities for community members to become involved in the school	☐ (1)	[72]

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F. COMMENTS

THANK YOU VERY MUCH FOR COMPLETING THIS SURVEY.

APPENDIX C

1. Student Questionnaire - Secondary School

2. Student Questionnaire - Vocational School

FOR OFFICE USE ONLY

[1 2 3]

[4 5 6] 1 0 7

Student Questionnaire—Secondary School

CEDSS GUIDANCE SERVICES SUB-COMMITTEE

PERCEPTIONS OF GUIDANCE SERVICES
IN SCARBOROUGH

INTRODUCTION

This survey has been designed to help determine which guidance services should be provided in Scarborough and how these services may be improved. This is not a test. There are no "right" or "wrong" answers to these questions. The important thing is that you give the answers that are right for you. As you answer, please consider all guidance services experienced to date in high school. Please do not put your name on this survey.

INFORMATION ABOUT YOURSELF

A. Your School: _____ [7 8 9]

B. In which grade are you enrolled: (Check one only.) [10]

Grade 10 . . . . . ☐ (1)

Grade 12 . . . . . ☐ (2)

WHAT GUIDANCE SERVICES ARE PROVIDED IN YOUR SCHOOL?

C. *You may have been given help in your school in many ways. For your answers to the following questions, please circle*

"Y" if your answer is "YES"

"N" if your answer is "NO"

"DK" if your answer is "DON'T KNOW".

	YES (1)	NO (2)	DON'T KNOW (3)	
1. Have you had classes that explain different jobs?	Y	N	DK	[11]
2. Have you had field trips to businesses?	Y	N	DK	[12]
3. Have you had speakers come in to talk about different jobs? . .	Y	N	DK	[13]
4. Have you used S.G.I.S. (Computer Cards) to learn about careers?	Y	N	DK	[14]

	YES (1)	NO (2)	DON'T KNOW (3)	
5. Can you get information on apprenticeship programs?	Y	N	DK	[15]
6. Have you been told that jobs are open to all people, regardless of whether they are male or female (examples: female mechanic and male nurse)?	Y	N	DK	[16]
7. Have you ever taken a test that shows your job interests (examples: Strong-Campbell or Jackson tests)?	Y	N	DK	[17]
8. Have you been given help in completing samples of job applications?	Y	N	DK	[18]
9. Have you been given help in selecting courses and programs in Grades 9-12?	Y	N	DK	[19]
10. Have you been given help with problems in your school subjects?	Y	N	DK	[20]
11. Have you been given help in improving study skills?	Y	N	DK	[21]
12. Have you been given information on what the school expects of students?	Y	N	DK	[22]
13. Have you been given help in learning about your shop and academic abilities?	Y	N	DK	[23]
14. Have you been given information about courses that you can take after you finish school?	Y	N	DK	[24]
15. Do students help other students in your school?	Y	N	DK	[25]
16. Can you get help if you have a personal problem?	Y	N	DK	[26]
17. Does the school help you feel good about yourself?	Y	N	DK	[27]
18. Has the school helped you to have more confidence in what you do?	Y	N	DK	[28]
19. Has the school helped you learn to get along better with other people?	Y	N	DK	[29]
20. Has the school helped you <u>learn</u> how to solve your personal problems?	Y	N	DK	[30]
21. Does your school help you to develop interests and hobbies outside of school (examples: outside sports or clubs)?	Y	N	DK	[31]

	YES (1)	NO (2)	DON'T KNOW (3)	
22. Does the school help you learn what you want to do in the future?	Y	N	DK	[32]
23. Does the school help you learn how to behave properly?	Y	N	DK	[33]

D. HOW COULD THE GUIDANCE DEPARTMENT BE OF MORE HELP TO YOU?

THANK YOU VERY MUCH FOR COMPLETING THIS SURVEY.

FOR OFFICE USE ONLY

[1 2 3]

[4 5 6]

Student Questionnaire—Vocational School

CEDSS GUIDANCE SERVICES SUB-COMMITTEE

PERCEPTIONS OF GUIDANCE SERVICES IN SCARBOROUGH

1 0 8

INTRODUCTION

This survey has been designed to help determine which guidance services should be provided in Scarborough and how these services may be improved. This is not a test. There are no "right" or "wrong" answers to these questions. The important thing is that you give the answers that are right for you. As you answer, please consider all guidance services experienced to date in high school. Please do not put your name on this survey.

INFORMATION ABOUT YOURSELF

[7 8 9]

A. Your School: _____

B. In which grade are you enrolled: (Check one only.) [10]

Grade 10 . . . . . ☐ (1)

Grade 12 . . . . . ☐ (2)

WHAT GUIDANCE SERVICES ARE PROVIDED IN YOUR SCHOOL?

C. *You may have been given help in your school in many ways. For your answers to the following questions, please circle*

"Y" if your answer is "YES"

"N" if your answer is "NO"

"DK" if your answer is "DON'T KNOW".

	YES (1)	NO (2)	DON'T KNOW (3)	
1. Have you had classes that explain different jobs?	Y	N	DK	[11]
2. Have you had field trips to businesses?	Y	N	DK	[12]
3. Have you had speakers come in to talk about different jobs? . .	Y	N	DK	[13]
4. Have you used S.G.I.S. (Computer Cards) to learn about careers?	Y	N	DK	[14]

		YES (1)	NO (2)	DON'T KNOW (3)	
5.	Can you get information on apprenticeship programs?	Y	N	DK	[15]
6.	Have you been told that jobs are open to all people, regardless of whether they are male or female (examples: female mechanic and male nurse)?	Y	N	DK	[16]
7.	Have you ever taken a test that shows your job interests (examples: Strong-Campbell or Jackson tests)?	Y	N	DK	[17]
8.	Have you been given help in completing samples of job applications?	Y	N	DK	[18]
9.	Have you been given help in selecting courses and programs in Grades 9-12?	Y	N	DK	[19]
10.	Have you been given help with problems in your school subjects?	Y	N	DK	[20]
11.	Have you been given help in improving study skills?	Y	N	DK	[21]
12.	Have you been given information on what the school expects of students?	Y	N	DK	[22]
13.	Have you been given help in learning about your shop and academic abilities?	Y	N	DK	[23]
14.	Have you been given information about courses that you can take after you finish school?	Y	N	DK	[24]
15.	Do students help other students in your school?	Y	N	DK	[25]
16.	Can you get help if you have a personal problem?	Y	N	DK	[26]
17.	Does the school help you feel good about yourself?	Y	N	DK	[27]
18.	Has the school helped you to have more confidence in what you do?	Y	N	DK	[28]
19.	Has the school helped you <u>learn</u> to get along better with other people?	Y	N	DK	[29]
20.	Has the school helped you learn how to solve your personal problems?	Y	N	DK	[30]
21.	Does your school help you to develop interests and hobbies outside of school (examples: outside sports or clubs)?	Y	N	DK	[31]

		YES (1)	NO (2)	DON'T KNOW (3)	
22.	Does the school help you learn what you want to do in the future?	Y	N	DK	[32]
23.	Does the school help you learn how to behave properly?	Y	N	DK	[33]

D. HOW COULD THE GUIDANCE DEPARTMENT BE OF MORE HELP TO YOU?

THANK YOU VERY MUCH FOR COMPLETING THIS SURVEY.

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APPENDIX D

Former Scarborough Student Questionnaire

FOR OFFICE USE ONLY

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[1 2 3]

[1][0][9]
[4 5 6]

Former Scarborough Student Questionnaire

CEDSS GUIDANCE SERVICES SUB-COMMITTEE

PERCEPTIONS OF GUIDANCE SERVICES
IN SCARBOROUGH

INTRODUCTION

This survey has been designed to help determine which guidance services should be provided in Scarborough and how these services may be improved. There are no "right" or "wrong" answers to these questions. The important thing is that you give the answers that are right for you. As you answer, please consider all guidance services experienced in high school. Please do not put your name on this survey.

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INFORMATION ABOUT YOURSELF

A. Name of school last attended: _____

[ ][ ][ ]
[7 8 9]

B. What is your present occupation? (Check one.)

University student . . . . . [ ] (1)
Community college student . . . . . [ ] (2)
Business school student . . . . . [ ] (3)
Apprenticeship program student . . . . . [ ] (4)
Employment . . . . . [ ] (5)
Not employed at present time . . . . . [ ] (6)

[10]

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WHAT SERVICES WERE PROVIDED BY YOUR GUIDANCE DEPARTMENT?

C. *Below are listed several services which could be provided by Guidance Departments. In columns (a), (b), and (c), please circle your answers to each of the following questions:*

(a) Was this service offered by your Guidance Department?

(b) Did you experience this service?

(c) Was this service available enough to you?

For your answers, please circle

"Y" if your answer is "YES"

"N" if your answer is "NO"

"DK" if your answer is "DON'T KNOW";

	(a) Was this service offered? YES (1)	(a) NO (2)	(a) DON'T KNOW (3)	(b) Did you experience this service? YES (1)	(b) NO (2)	(c) Was this service available enough to you? YES (1)	(c) NO (2)	(c) DON'T KNOW (3)	
1. Lessons about career planning	Y	N	DK	Y	N	Y	N	DK	[11-13]
2. Visits to businesses	Y	N	DK	Y	N	Y	N	DK	[14-16]
3. "Career Nights (Days)" with guest speakers	Y	N	DK	Y	N	Y	N	DK	[17-19]
4. Computerized information about careers	Y	N	DK	Y	N	Y	N	DK	[20-22]
5. Information on apprenticeship programs	Y	N	DK	Y	N	Y	N	DK	[23-25]
6. Information that careers are open to all people, regardless of their sex . .	Y	N	DK	Y	N	Y	N	DK	[26-28]

	(a) Was this service offered? YES (1)	NO (2)	DON'T KNOW (3)	(b) Did you experience this service? YES (1)	NO (2)	(c) Was this service available enough to you? YES (1)	NO (2)	DON'T KNOW (3)	
7. Interest and aptitude testing to help students discover their career interests	Y	N	DK	Y	N	Y	N	DK	[29-31]
8. Assistance in how to complete job applications	Y	N	DK	Y	N	Y	N	DK	[32-34]
9. Assistance to students in selecting courses and programs in Grades 9-13	Y	N	DK	Y	N	Y	N	DK	[35-37]
10. Assistance to students in identifying problems with their school subjects	Y	N	DK	Y	N	Y	N	DK	[38-40]
11. Advice on improving study skills	Y	N	DK	Y	N	Y	N	DK	[41-43]
12. Information on what the school expects of students	Y	N	DK	Y	N	Y	N	DK	[44-46]
13. Assistance to students in learning about their academic abilities	Y	N	DK	Y	N	Y	N	DK	[47-49]
14. Advice to students on admission requirements for university or college	Y	N	DK	Y	N	Y	N	DK	[50-52]
15. Information about different universities	Y	N	DK	Y	N	Y	N	DK	[53-55]
16. Visits to universities	Y	N	DK	Y	N	Y	N	DK	[56-58]
17. Information about different community colleges	Y	N	DK	Y	N	Y	N	DK	[59-61]
18. Visits to community colleges	Y	N	DK	Y	N	Y	N	DK	[62-64]
19. Information on getting loans for university or college	Y	N	DK	Y	N	Y	N	DK	[65-67]

				2	0	9				
[1	2	3	4	5	6]					

	(a) Was this service offered? YES (1)	NO (2)	DON'T KNOW (3)	(b) Did you experience this service? YES (1)	NO (2)	(c) Was this service available enough to you? YES (1)	NO (2)	DON'T KNOW (3)	
20. Information on scholarships	Y	N	DK	Y	N	Y	N	DK	[7-9]
21. A program where students help other students with their personal concerns . . .	Y	N	DK	Y	N	Y	N	DK	[10-12]
22. Assistance from counsellors to students in personal crisis situations	Y	N	DK	Y	N	Y	N	DK	[13-15]
23. Assistance to students in becoming self-confident	Y	N	DK	Y	N	Y	N	DK	[16-18]
24. Assistance in developing personal standards	Y	N	DK	Y	N	Y	N	DK	[19-21]
25. Help to students in learning how to get along with others	Y	N	DK	Y	N	Y	N	DK	[22-24]
26. Assistance in developing communication skills	Y	N	DK	Y	N	Y	N	DK	[25-27]
27. Assistance in developing decision-making skills	Y	N	DK	Y	N	Y	N	DK	[28-30]
28. Help to students in coping with stress . .	Y	N	DK	Y	N	Y	N	DK	[31-33]
29. Information on use of leisure time	Y	N	DK	Y	N	Y	N	DK	[34-36]
30. Help in clarifying personal goals	Y	N	DK	Y	N	Y	N	DK	[37-39]
31. Help to students in learning appropriate behaviour	Y	N	DK	Y	N	Y	N	DK	[40-42]

D. WHAT DO YOU THINK GUIDANCE DEPARTMENTS SHOULD PROVIDE?

Many types of information and assistance could be provided by Guidance Departments. Which ones would be helpful to students? For each of the questions below, please circle

"Y" if your answer is "YES"; "N" if your answer is "NO"; "DK" if your answer is "DON'T KNOW".

	YES (1)	NO (2)	DON'T KNOW (3)	
1. In your opinion as a graduate, is it necessary for your Guidance Department to provide:				
a) information to students about a variety of careers?	Y	N	DK	[43]
b) assistance to students in career planning?	Y	N	DK	[44]
c) assistance to students in educational planning?	Y	N	DK	[45]
d) information to parents to assist students in their career planning?	Y	N	DK	[46]
e) information to parents to assist students in their educational planning?	Y	N	DK	[47]
f) information to teachers to assist students in their career planning?	Y	N	DK	[48]
g) information to teachers to assist students in their educational planning? . . .	Y	N	DK	[49]
h) assistance to students so that they can be successful in school?	Y	N	DK	[50]
i) assistance to parents so that students can be successful in school?	Y	N	DK	[51]
j) assistance to teachers so that students can be successful in school?	Y	N	DK	[52]
k) assistance with students' personal concerns?	Y	N	DK	[53]
l) information to parents so that they can help students grow socially and emotionally?	Y	N	DK	[54]
m) information to teachers so that they can help students grow socially and emotionally?	Y	N	DK	[55]
n) opportunities for students to participate in career, educational, or volunteer experiences outside the school?	Y	N	DK	[56]
o) opportunities for community members to become involved in the school?	Y	N	DK	[57]

E. *If Guidance Departments could offer only five of the fifteen services listed in section D, which ones would you choose? The list is repeated below. Please show your five choices by placing an "X" in each of five boxes.*

a) Information to students about a variety of careers . . . . . ☐ (1) [58]

b) Assistance to students in career planning . . . . . ☐ (1) [59]

c) Assistance to students in educational planning . . . . . ☐ (1) [60]

d) Information to parents to assist students in their career planning . . . . . ☐ (1) [61]

e) Information to parents to assist students in their educational planning . . . . . ☐ (1) [62]

f) Information to teachers to assist students in their career planning . . . . . ☐ (1) [63]

g) Information to teachers to assist students in their educational planning . . . . . ☐ (1) [64]

h) Assistance to students so that they can be successful in school . . . . . ☐ (1) [65]

i) Assistance to parents so that students can be successful in school . . . . . ☐ (1) [66]

j) Assistance to teachers so that students can be successful in school . . . . . ☐ (1) [67]

k) Assistance with students' personal concerns . . . . . ☐ (1) [68]

l) Information to parents so that they can help students grow socially and emotionally . . . ☐ (1) [69]

m) Information to teachers so that they can help students grow socially and emotionally . . ☐ (1) [70]

n) Opportunities for students to participate in career, educational, or volunteer experiences outside the school . . . . . ☐ (1) [71]

o) Opportunities for community members to become involved in the school . . . . . ☐ (1) [72]

F. COMMENTS

THANK YOU VERY MUCH FOR COMPLETING THIS SURVEY.

SHOULD YOU HAVE ANY QUESTIONS REGARDING THE QUESTIONNAIRE, CONTACT DR. H. J. DILLING, RESEARCH DIRECTOR, 296-7521.

RETURN TO: CEDSS Guidance Sub-committee
CEDSS Research Office
William Tredway Junior Public School
112 Sedgemount Drive
Scarborough, Ontario M1H 1X9

APPENDIX E

1. Guidance Counsellor Questionnaire - Collegiate
2. Guidance Counsellor Questionnaire - Secondary School
3. Guidance Counsellor Questionnaire - Vocational School

FOR OFFICE USE ONLY

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[4 5 6]

[7 8 9]

Guidance Counsellor Questionnaire—Collegiate

CEDSS GUIDANCE SERVICES SUB-COMMITTEE

PERCEPTIONS OF GUIDANCE SERVICES IN SCARBOROUGH

INTRODUCTION

This survey has been designed to help determine which guidance services should be provided in Scarborough and how these services may be improved.

A. Your School: _____

B. *Only one total response per school is required for section B. It is suggested that the school's guidance head convene a meeting during which all counsellors as a group complete this section. The following, therefore, is for your reference only; a separate colour-coded section B has been provided for the group response.*

Below are listed several services which could be provided by the Guidance Department in your school. If these services are offered in your school, please indicate the percentage of students in your school you feel receive each service by circling the appropriate number. If the service is NOT OFFERED to your student population, circle "5/0".

What percentage of your students are receiving:	Percentage of Students 1-25%	26-50%	51-75%	76-100%	Not Offered (5)	
1. lessons about career planning?	1	2	3	4	N/O	[10]
2. visits to businesses?	1	2	3	4	N/O	[11]
3. "Career Nights (Days)" with guest speakers?	1	2	3	4	N/O	[12]
4. computerized information about careers (e.g., "SGIS", CHOICES)?	1	2	3	4	N/O	[13]
5. information on apprenticeship programs?	1	2	3	4	N/O	[14]
6. information that careers are open to all people, regardless of their sex? . .	1	2	3	4	N/O	[15]
7. interest and aptitude tests to help them discover their career interests? . .	1	2	3	4	N/O	[16]
8. assistance in how to complete job applications?	1	2	3	4	N/O	[17]
9. assistance in selecting courses and programs in Grades 9 - 13?	1	2	3	4	N/O	[18]
10. assistance in identifying problems with their school subjects?	1	2	3	4	N/O	[19]

		Percentage of Students					
		1-25%	26-50%	51-75%	76-100%	Not Offered (5)	
11.	advice on improving study skills?	1	2	3	4	N/O	[20]
12.	information on what the school expects of them?	1	2	3	4	N/O	[21]
13.	assistance in learning about their academic abilities?	1	2	3	4	N/O	[22]
14.	advice about post-secondary admission requirements?	1	2	3	4	N/O	[23]
15.	information about different universities?	1	2	3	4	N/O	[24]
16.	visits to universities?	1	2	3	4	N/O	[25]
17.	information about different community colleges?	1	2	3	4	N/O	[26]
18.	visits to community colleges?	1	2	3	4	N/O	[27]
19.	information on getting loans for university or college?	1	2	3	4	N/O	[28]
20.	information on scholarships?	1	2	3	4	N/O	[29]
21.	a program where students help other students with their personal concerns? . .	1	2	3	4	N/O	[30]
22.	counselling assistance in personal crisis situations?	1	2	3	4	N/O	[31]
23.	assistance in becoming self-confident? . .	1	2	3	4	N/O	[32]
24.	assistance in developing personal standards (values)?	1	2	3	4	N/O	[33]
25.	help in developing social skills?	1	2	3	4	N/O	[34]
26.	help in developing communication skills? .	1	2	3	4	N/O	[35]
27.	assistance in developing decision-making skills?	1	2	3	4	N/O	[36]
28.	help in coping with stress?	1	2	3	4	N/O	[37]
29.	help in developing leisure-time interests?.	1	2	3	4	N/O	[38]
30.	help in clarifying their personal goals? .	1	2	3	4	N/O	[39]
31.	help in learning appropriate behaviour? . .	1	2	3	4	N/O	[40]

C. To provide many of the services listed in Part B, a guidance counsellor is often required to perform several "behind-the-scenes" activities. In your opinion as a guidance counsellor, is TOO LITTLE, TOO MUCH, or JUST ENOUGH of your time devoted to each of these activities? For each item, please circle the appropriate number. If you feel an activity is NOT APPLICABLE to your school setting, please circle "N/A".

		TOO LITTLE TIME	JUST ENOUGH TIME	TOO MUCH TIME	NOT APPLICABLE (4)	
1.	Organizing field trips, career speakers, and film presentations	1	2	3	N/A	[41]
2.	Establishing contacts with the business community.	1	2	3	N/A	[42]
3.	Liaising with the Canada Employment and Immigration Commission, apprenticeship programs, community colleges, universities, and the Ministry of Education.	1	2	3	N/A	[43]
4.	Interviewing people in specific careers. . .	1	2	3	N/A	[44]
5.	Supervising the completion of application forms and procedures	1	2	3	N/A	[45]
6.	Assisting in curriculum development (e.g., integrating careers into subject areas, designing individualized programs)	1	2	3	N/A	[46]
7.	Consulting with staff.	1	2	3	N/A	[47]
8.	Organizing tours and visits to facilities for special education	1	2	3	N/A	[48]
9.	Identifying students in need of counselling.	1	2	3	N/A	[49]
10.	Maintaining records of individual student programs and progress.	1	2	3	N/A	[50]
11.	Conducting follow-up studies of drop-outs. .	1	2	3	N/A	[51]
12.	Facilitating the adjustment of ESL, exceptional, and incoming students	1	2	3	N/A	[52]
13.	Referring students for assessment (for Special Program Placement)	1	2	3	N/A	[53]
14.	Liaising with feeder schools	1	2	3	N/A	[54]
15.	Co-ordinating the activities of special personnel who may be involved with a particular student	1	2	3	N/A	[55]
16.	Attending case conferences for special students	1	2	3	N/A	[56]

		TOO LITTLE TIME	JUST ENOUGH TIME	TOO MUCH TIME	NOT APPLICABLE (4)	
17.	Gathering information for course descriptions	1	2	3	N/A	[57]
18.	Providing information for Placement Meetings	1	2	3	N/A	[58]
19.	Preparing anecdotal information on students as needed	1	2	3	N/A	[59]
20.	Providing assistance in job placements and Co-operative Education for students . . .	1	2	3	N/A	[60]
21.	Organizing University Information Nights (Days)	1	2	3	N/A	[61]
22.	Providing "Storefront" counselling	1	2	3	N/A	[62]
23.	Providing mature student evaluations and educational planning	1	2	3	N/A	[63]
24.	Processing of Summer School/Night School applications	1	2	3	N/A	[64]
25.	Updating of student records of credits earned	1	2	3	N/A	[65]
26.	Monitoring student progress in correspondence courses	1	2	3	N/A	[66] /

Continue to page 5

			2	1	0
[1	2	3	4	5	6]

D. 1. Below are listed fifteen general objectives for Guidance Departments. In your opinion, how successful is your Guidance Department in meeting each of these objectives? Please circle the appropriate number for each item below.

To provide:	NOT VERY SUCCESSFUL	MODERATELY SUCCESSFUL	VERY SUCCESSFUL	
a) information to students about a variety of careers.	1	2	3	[7]
b) assistance to students in career planning..	1	2	3	[8]
c) assistance to students in educational planning.	1	2	3	[9]
d) information to parents to assist students in their career planning.	1	2	3	[10]
e) information to parents to assist students in their educational planning	1	2	3	[11]
f) information to teachers to assist students in their career planning.	1	2	3	[12]
g) information to teachers to assist students in their educational planning	1	2	3	[13]
h) assistance to students so that they can be successful in school , ...	1	2	3	[14]
i) assistance to parents so that students can be successful in school	1	2	3	[15]
j) assistance to teachers so that students can be successful in school	1	2	3	[16]
k) assistance with students' personal concerns.	1	2	3	[17]
l) information to parents so that they can help students grow socially and emotionally	1	2	3	[18]
m) information to teachers so that they can help students grow socially and emotionally	1	2	3	[19]
n) opportunities for students to participate in career, educational, or volunteer experiences outside the school.	1	2	3	[20]
o) opportunities for community members to become involved in the school	1	2	3	[21]

2. If your have rated your success in meeting any objective at the "NOT VERY SUCCESSFUL" level, what prevents you from providing this service successfully?

_____

_____

_____

_____

_____

E. If your Guidance Department could offer only five of the fifteen services listed above in Part D, which ones would you choose? The list is repeated below. Please show your five choices by placing an "X" in each of five boxes.

a) Information to students about a variety of careers . . . . . ☐ (1) [22]

b) Assistance to students in career planning . . . . . ☐ (1) [23]

c) Assistance to students in educational planning . . . . . ☐ (1) [24]

d) Information to parents to assist students in their career planning . . ☐ (1) [25]

e) Information to parents to assist students in their educational planning . . . . . ☐ (1) [26]

f) Information to teachers to assist students in their career planning . ☐ (1) [27]

g) Information to teachers to assist students in their educational planning . . . . . ☐ (1) [28]

h) Assistance to students so that they can be successful in school . . . ☐ (1) [29]

i) Assistance to parents so that students can be successful in school . . ☐ (1) [30]

j) Assistance to teachers so that students can be successful in school . ☐ (1) [31]

k) Assistance with students' personal concerns . . . . . ☐ (1) [32]

l) Information to parents so that they can help students grow socially and emotionally . . . . . ☐ (1) [33]

m) Information to teachers so that they can help students grow socially and emotionally . . . . . ☐ (1) [34]

n) Opportunities for students to participate in career, educational, or volunteer experiences outside the school . . . . . ☐ (1) [35]

o) Opportunities for community members to become involved in the school . ☐ (1) [36]

F. COMMENTS

THANK YOU FOR YOUR CO-OPERATION.

SHOULD YOU HAVE ANY QUESTIONS REGARDING THE QUESTIONNAIRE, CONTACT DR. H. J. DILLING, RESEARCH DIRECTOR, 296-7521.

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Guidance Counsellor Questionnaire—Secondary School

CEDSS GUIDANCE SERVICES SUB-COMMITTEE

PERCEPTIONS OF GUIDANCE SERVICES IN SCARBOROUGH

INTRODUCTION

This survey has been designed to help determine which guidance services should be provided in Scarborough and how these services may be improved.

A. Your School: _____

B. *Only one total response per school is required for Section B. It is suggested that the school's guidance head convene a meeting during which all counsellors as a group complete this section. The following, therefore, is for your reference only; a separate colour-coded section B has been provided for the group response.*

Below are listed several services which could be provided by the Guidance Department in your school. If these services are offered in your school, please indicate the percentage of students in your school you feel receive each service by circling the appropriate number. If the service is NOT OFFERED to your student population, circle "N/O". If you feel the service is NOT APPLICABLE to your school, circle "N/A".

What percentage of your students are receiving:	Percentage of Students 1-25%	26-50%	51-75%	76-100%	Not Offered (5)	Not Applicable (6)	
1. lessons about career planning?	1	2	3	4	N/O	N/A	[10]
2. visits to businesses?	1	2	3	4	N/O	N/A	[11]
3. "Career Nights (Days)" with quest speakers?	1	2	3	4	N/O	N/A	[12]
4. computerized information about careers (e.g., "SGIS", CHOICES)	1	2	3	4	N/O	N/A	[13]
5. information on apprenticeship programs?	1	2	3	4	N/O	N/A	[14]
6. information that careers are open to all people, regardless of their sex? . .	1	2	3	4	N/O	N/A	[15]
7. interest and aptitude tests to help them discover their career interests? . .	1	2	3	4	N/O	N/A	[16]
8. assistance in how to complete job applications?	1	2	3	4	N/O	N/A	[17]
9. assistance in selecting courses and programs in Grades 9 - 12?	1	2	3	4	N/O	N/A	[18]
10. assistance in identifying problems with their school subjects?	1	2	3	4	N/O	N/A	[19]

		Percentage of Students						
		1-25%	26-50%	51-75%	76-100%	Not Offered (5)	Not Applicable (6)	
11.	advice on improving study skills?	1	2	3	4	N/O	N/A	[20]
12.	information on what the school expects of them?	1	2	3	4	N/O	N/A	[21]
13.	assistance in learning about their academic abilities?	1	2	3	4	N/O	N/A	[22]
14.	advice about post-secondary admission requirements?	1	2	3	4	N/O	N/A	[23]
15.	information about different universities? .	1	2	3	4	N/O	N/A	[24]
16.	visits to universities?	1	2	3	4	N/O	N/A	[25]
17.	information about different community colleges?	1	2	3	4	N/O	N/A	[26]
18.	visits to community colleges?	1	2	3	4	N/O	N/A	[27]
19.	information on getting loans for university or college?	1	2	3	4	N/O	N/A	[28]
20.	information on scholarships?	1	2	3	4	N/O	N/A	[29]
21.	a program where students help other students with their personal concerns? . .	1	2	3	4	N/O	N/A	[30]
22.	counselling assistance in personal crisis situations?	1	2	3	4	N/O	N/A	[31]
23.	assistance in becoming self-confident? . . .	1	2	3	4	N/O	N/A	[32]
24.	assistance in developing personal standards (values)?	1	2	3	4	N/O	N/A	[33]
25.	help in developing social skills?	1	2	3	4	N/O	N/A	[34]
26.	assistance in developing communication skills?	1	2	3	4	N/O	N/A	[35]
27.	assistance in developing decision-making skills?	1	2	3	4	N/O	N/A	[36]
28.	help in coping with stress?	1	2	3	4	N/O	N/A	[37]
29.	help in developing leisure-time interests? .	1	2	3	4	N/O	N/A	[38]
30.	help in clarifying their personal goals? . .	1	2	3	4	N/O	N/A	[39]
31.	help in learning appropriate behaviour? . .	1	2	3	4	N/O	N/A	[40]

C. To provide many of the services listed in Part B, a guidance counsellor is often required to perform several "behind-the-scenes" activities. In your opinion as a guidance counsellor, is TOO LITTLE, TOO MUCH, or JUST ENOUGH of your time devoted to each of these activities? For each item, please circle the appropriate number. If you feel an activity is NOT APPLICABLE to your school setting, please circle "N/A".

		TOO LITTLE TIME	JUST ENOUGH TIME	TOO MUCH TIME	NOT APPLICABLE (4)	
1.	Organizing field trips, career speakers, and film presentations	1	2	3	N/A	[41]
2.	Establishing contacts with the business community.	1	2	3	N/A	[42]
3.	Liaising with the Canada Employment and Immigration Commission, apprenticeship programs, community colleges, universities, and the Ministry of Education.	1	2	3	N/A	[43]
4.	Interviewing people in specific careers. . .	1	2	3	N/A	[44]
5.	Supervising the completion of application forms and procedures	1	2	3	N/A	[45]
6.	Assisting in curriculum development (e.g., integrating careers into subject areas, designing individualized programs)	1	2	3	N/A	[46]
7.	Consulting with staff.	1	2	3	N/A	[47]
8.	Organizing tours and visits to facilities for special education	1	2	3	N/A	[48]
9.	Identifying students in need of counselling.	1	2	3	N/A	[49]
10.	Maintaining records of individual student programs and progress.	1	2	3	N/A	[50]
11.	Conducting follow-up studies of drop-outs. .	1	2	3	N/A	[51]
12.	Facilitating the adjustment of ESL, exceptional, and incoming students	1	2	3	N/A	[52]
13.	Referring students for assessment (for Special Program Placement)	1	2	3	N/A	[53]
14.	Liaising with feeder schools	1	2	3	N/A	[54]
15.	Co-ordinating the activities of special personnel who may be involved with a particular student	1	2	3	N/A	[55]
16.	Attending case conferences for special students	1	2	3	N/A	[56]

		TOO LITTLE TIME	JUST ENOUGH TIME	TOO MUCH TIME	NOT APPLICABLE (4)	
17.	Gathering information for course descriptions	1	2	3	N/A	[57]
18.	Providing information for Placement Meetings	1	2	3	N/A	[58]
19.	Preparing anecdotal information on students as needed	1	2	3	N/A	[59]
20.	Providing assistance in job placements and Co-operative Education for students . . .	1	2	3	N/A	[60]
21.	Organizing University Information Nights (Days)	1	2	3	N/A	[61]
22.	Providing "Storefront" counselling	1	2	3	N/A	[62]
23.	Providing mature student evaluations and educational planning	1	2	3	N/A	[63]
24.	Processing of Summer School/Night School applications	1	2	3	N/A	[64]
25.	Updating of student records of credits earned	1	2	3	N/A	[65]
26.	Monitoring student progress in correspondence courses	1	2	3	N/A	[66]/

Continue to page 5

			2	1	1
[1	2	3	4	5	6]

D. 1. Below are listed fifteen general objectives for Guidance Departments. In your opinion, how successful is your Guidance Department in meeting each of these objectives? Please circle the appropriate number for each item below.

To provide:	NOT VERY SUCCESSFUL	MODERATELY SUCCESSFUL	VERY SUCCESSFUL	
a) information to students about a variety of careers.	1	2	3	[7]
b) assistance to students in career planning..	1	2	3	[8]
c) assistance to students in educational planning.	1	2	3	[9]
d) information to parents to assist students in their career planning.	1	2	3	[10]
e) information to parents to assist students in their educational planning	1	2	3	[11]
f) information to teachers to assist students in their career planning.	1	2	3	[12]
g) information to teachers to assist students in their educational planning	1	2	3	[13]
h) assistance to students so that they can be successful in school	1	2	3	[14]
i) assistance to parents so that students can be successful in school	1	2	3	[15]
j) assistance to teachers so that students can be successful in school	1	2	3	[16]
k) assistance with students' personal concerns.	1	2	3	[17]
l) information to parents so that they can help students grow socially and emotionally	1	2	3	[18]
m) information to teachers so that they can help students grow socially and emotionally	1	2	3	[19]
n) opportunities for students to participate in career, educational, or volunteer experiences outside the school.	1	2	3	[20]
o) opportunities for community members to become involved in the school	1	2	3	[21]

2. If your have rated your success in meeting any objective at the "NOT VERY SUCCESSFUL" level, what prevents you from providing this service successfully?

_____

_____

_____

_____

_____

E. If your Guidance Department could offer only <u>five</u> of the fifteen services listed above in Part D, which ones would you choose? The list is repeated below. Please show your <u>five</u> choices by placing an "X" in each of five boxes.

a) Information to students about a variety of careers . . . . . ☐ (1) [22]

b) Assistance to students in career planning . . . . . ☐ (1) [23]

c) Assistance to students in educational planning . . . . . ☐ (1) [24]

d) Information to parents to assist students in their career planning . . ☐ (1) [25]

e) Information to parents to assist students in their educational planning . . . . . ☐ (1) [26]

f) Information to teachers to assist students in their career planning . ☐ (1) [27]

g) Information to teachers to assist students in their educational planning . . . . . ☐ (1) [28]

h) Assistance to students so that they can be successful in school . . . ☐ (1) [29]

i) Assistance to parents so that students can be successful in school . . ☐ (1) [30]

j) Assistance to teachers so that students can be successful in school . ☐ (1) [31]

k) Assistance with students' personal concerns . . . . . ☐ (1) [32]

l) Information to parents so that they can help students grow socially and emotionally . . . . . ☐ (1) [33]

m) Information to teachers so that they can help students grow socially and emotionally . . . . . ☐ (1) [34]

n) Opportunities for students to participate in career, educational, or volunteer experiences outside the school . . . . . ☐ (1) [35]

o) Opportunities for community members to become involved in the school ☐ (1) [36]

F. COMMENTS

THANK YOU FOR YOUR CO-OPERATION.

SHOULD YOU HAVE ANY QUESTIONS REGARDING THE QUESTIONNAIRE, CONTACT DR. H. J. DILLING, RESEARCH DIRECTOR, 296-7521.

FOR OFFICE USE ONLY

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Guidance Counsellor Questionnaire—Vocational School

CEDSS GUIDANCE SERVICES SUB-COMMITTEE

PERCEPTIONS OF GUIDANCE SERVICES IN SCARBOROUGH

INTRODUCTION

This survey has been designed to help determine which guidance services should be provided in Scarborough and how these services may be improved.

A. Your School: _____

B. *Only one total response per school is required for Section B. It is suggested that the school's guidance head convene a meeting during which all counsellors as a group complete this section. The following, therefore, is for your reference only; a separate colour-coded section B has been provided for the group response.*

Below are listed several services which could be provided by the Guidance Department in your school. If these services are offered in your school, please indicate the percentage of students in your school you feel receive each service by circling the appropriate number. If the service is NOT OFFERED to your student population, circle "N/O". If you feel the service is NOT APPLICABLE to your school, circle "N/A".

What percentage of your students are receiving:	Percentage of Students						
	1-25%	26-50%	51-75%	76-100%	Not Offered (5)	Not Applicable (6)	
1. lessons about career planning?	1	2	3	4	N/O	N/A	[10]
2. visits to businesses?	1	2	3	4	N/O	N/A	[11]
3. "Career Nights (Days)" with quest speakers?	1	2	3	4	N/O	N/A	[12]
4. Computerized information about careers (e.g., "SGIS", CHOICES)	1	2	3	4	N/O	N/A	[13]
5. information on apprenticeship programs?	1	2	3	4	N/O	N/A	[14]
6. information that careers are open to all people, regardless of their sex? . .	1	2	3	4	N/O	N/A	[15]
7. interest and aptitude tests to help them discover their career interests? . .	1	2	3	4	N/O	N/A	[16]
8. assistance in how to complete job applications?	1	2	3	4	N/O	N/A	[17]
9. assistance in selecting courses and programs in Grades 9 - 12?	1	2	3	4	N/O	N/A	[18]
10. assistance in identifying problems with their school subjects?	1	2	3	4	N/O	N/A	[19]

		Percentage of Students						
		1-25%	26-50%	51-75%	76-100%	Not Offered (5)	Not Applicable (6)	
11.	advice on improving study skills?	1	2	3	4	N/O	N/A	[20]
12.	information on what the school expects of them?	1	2	3	4	N/O	N/A	[21]
13.	assistance in learning about their academic abilities?	1	2	3	4	N/O	N/A	[22]
14.	advice about post-secondary admission requirements?	1	2	3	4	N/O	N/A	[23]
15.	information about different universities? .	1	2	3	4	N/O	N/A	[24]
16.	visits to universities?	1	2	3	4	N/O	N/A	[25]
17.	information about different community colleges?	1	2	3	4	N/O	N/A	[26]
18.	visits to community colleges?	1	2	3	4	N/O	N/A	[27]
19.	information on getting loans for university or college?	1	2	3	4	N/O	N/A	[28]
20.	information on scholarships?	1	2	3	4	N/O	N/A	[29]
21.	a program where students help other students with their personal concerns? . .	1	2	3	4	N/O	N/A	[30]
22.	counselling assistance in personal crisis situations?	1	2	3	4	N/O	N/A	[31]
23.	assistance in becoming self-confident? . . .	1	2	3	4	N/O	N/A	[32]
24.	assistance in developing personal standards (values)?	1	2	3	4	N/O	N/A	[33]
25.	help in developing social skills?	1	2	3	4	N/O	N/A	[34]
26.	assistance in developing communication skills?	1	2	3	4	N/O	N/A	[35]
27.	assistance in developing decision-making skills?	1	2	3	4	N/O	N/A	[36]
28.	help in coping with stress?	1	2	3	4	N/O	N/A	[37]
29.	help in developing leisure-time interests? .	1	2	3	4	N/O	N/A	[38]
30.	help in clarifying their personal goals? . .	1	2	3	4	N/O	N/A	[39]
31.	help in learning appropriate behaviour? . .	1	2	3	4	N/O	N/A	[40]

C. To provide many of the services listed in Part B, a guidance counsellor is often required to perform several "behind-the-scenes" activities. In your opinion as a guidance counsellor, is TOO LITTLE, TOO MUCH, or JUST ENOUGH of your time devoted to each of these activities? For each item, please circle the appropriate number. If you feel an activity is NOT APPLICABLE to your school setting, please circle "N/A".

		TOO LITTLE TIME	JUST ENOUGH TIME	TOO MUCH TIME	NOT APPLICABLE (4)	
1.	Organizing field trips, career speakers, and film presentations	1	2	3	N/A	[41]
2.	Establishing contacts with the business community.	1	2	3	N/A	[42]
3.	Liaising with the Canada Employment and Immigration Commission, apprenticeship programs, community colleges, universities, and the Ministry of Education.	1	2	3	N/A	[43]
4.	Interviewing people in specific careers. . .	1	2	3	N/A	[44]
5.	Supervising the completion of application forms and procedures	1	2	3	N/A	[45]
6.	Assisting in curriculum development (e.g., integrating careers into subject areas, designing individualized programs)	1	2	3	N/A	[46]
7.	Consulting with staff.	1	2	3	N/A	[47]
8.	Organizing tours and visits to facilities for special education	1	2	3	N/A	[48]
9.	Identifying students in need of counselling.	1	2	3	N/A	[49]
10.	Maintaining records of individual student programs and progress.	1	2	3	N/A	[50]
11.	Conducting follow-up studies of drop-outs. .	1	2	3	N/A	[51]
12.	Facilitating the adjustment of ESL, exceptional, and incoming students	1	2	3	N/A	[52]
13.	Referring students for assessment (for Special Program Placement)	1	2	3	N/A	[53]
14.	Liaising with feeder schools	1	2	3	N/A	[54]
15.	Co-ordinating the activities of special personnel who may be involved with a particular student	1	2	3	N/A	[55]
16.	Attending case conferences for special students	1	2	3	N/A	[56]

		TOO LITTLE TIME	JUST ENOUGH TIME	TOO MUCH TIME	NOT APPLICABLE (4)	
17.	Gathering information for course descriptions	1	2	3	N/A	[57]
18.	Providing information for Placement Meetings	1	2	3	N/A	[58]
19.	Preparing anecdotal information on students as needed	1	2	3	N/A	[59]
20.	Providing assistance in job placements and Co-operative Education for students . . .	1	2	3	N/A	[60]
21.	Organizing University Information Nights (Days)	1	2	3	N/A	[61]
22.	Providing "Storefront" counselling	1	2	3	N/A	[62]
23.	Providing mature student evaluations and educational planning	1	2	3	N/A	[63]
24.	Processing of Summer School/Night School applications	1	2	3	N/A	[64]
25.	Updating of student records of credits earned	1	2	3	N/A	[65]
26.	Monitoring student progress in correspondence courses	1	2	3	N/A	[66] /

Continue to page 5

			2	1	2	
[1	2	3	4	5	6]	

D. 1. Below are listed fifteen general objectives for Guidance Departments. In your opinion, how successful is your Guidance Department in meeting each of these objectives? Please circle the appropriate number for each item below.

To provide:	NOT VERY SUCCESSFUL	MODERATELY SUCCESSFUL	VERY SUCCESSFUL	
a) information to students about a variety of careers.	1	2	3	[7]
b) assistance to students in career planning..	1	2	3	[8]
c) assistance to students in educational planning.	1	2	3	[9]
d) information to parents to assist students in their career planning.	1	2	3	[10]
e) information to parents to assist students in their educational planning	1	2	3	[11]
f) information to teachers to assist students in their career planning.	1	2	3	[12]
g) information to teachers to assist students in their educational planning	1	2	3	[13]
h) assistance to students so that they can be successful in school	1	2	3	[14]
i) assistance to parents so that students can be successful in school	1	2	3	[15]
j) assistance to teachers so that students can be successful in school	1	2	3	[16]
k) assistance with students' personal concerns.	1	2	3	[17]
l) information to parents so that they can help students grow socially and emotionally	1	2	3	[18]
m) information to teachers so that they can help students grow socially and emotionally	1	2	3	[19]
n) opportunities for students to participate in career, educational, or volunteer experiences outside the school.	1	2	3	[20]
o) opportunities for community members to become involved in the school	1	2	3	[21]

2. If your have rated your success in meeting any objective at the "NOT VERY SUCCESSFUL" level, what prevents you from providing this service successfully?

_____

_____

_____

_____

_____

E. If your Guidance Department could offer only <u>five</u> of the fifteen services listed above in Part D, which ones would you choose? The list is repeated below. Please show your <u>five</u> choices by placing an "X" in each of five boxes.

a) Information to students about a variety of careers . . . . . ☐ (1) [22]

b) Assistance to students in career planning . . . . . ☐ (1) [23]

c) Assistance to students in educational planning . . . . . ☐ (1) [24]

d) Information to parents to assist students in their career planning . . ☐ (1) [25]

e) Information to parents to assist students in their educational planning . . . . . ☐ (1) [26]

f) Information to teachers to assist students in their career planning . ☐ (1) [27]

g) Information to teachers to assist students in their educational planning . . . . . ☐ (1) [28]

h) Assistance to students so that they can be successful in school . . . ☐ (1) [29]

i) Assistance to parents so that students can be successful in school . . ☐ (1) [30]

j) Assistance to teachers so that students can be successful in school . ☐ (1) [31]

k) Assistance with students' personal concerns . . . . . ☐ (1) [32]

l) Information to parents so that they can help students grow socially and emotionally . . . . . ☐ (1) [33]

m) Information to teachers so that they can help students grow socially and emotionally . . . . . ☐ (1) [34]

n) Opportunities for students to participate in career, educational, or volunteer experiences outside the school . . . . . ☐ (1) [35]

o) Opportunities for community members to become involved in the school . ☐ (1) [36]

F. COMMENTS

THANK YOU FOR YOUR CO-OPERATION.

SHOULD YOU HAVE ANY QUESTIONS REGARDING THE QUESTIONNAIRE, CONTACT DR. H. J. DILLING, RESEARCH DIRECTOR, 296-7521.

APPENDIX F

1. Parent Questionnaire (Grade 10)
2. Parent Questionnaire (Grade 12)

FOR OFFICE USE ONLY

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[4 5 6]

[1][0]
[7 8]

[ ][ ][ ]
[9 10 11]

Parent Questionnaire (Grade 10)

CEDSS GUIDANCE SERVICES SUB-COMMITTEE

PERCEPTIONS OF GUIDANCE SERVICES IN SCARBOROUGH

INTRODUCTION

This survey has been designed to help determine which guidance services should be provided in Scarborough and how these services may be improved. While you answer the survey, please think about the experiences you and your Grade 10 son/daughter have had with guidance services. It is important that your answers show your feelings about these services. Please do not put your name on this questionnaire.

A. School name: _____

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SERVICES TO YOU, THE PARENT
(with regard to your Grade 10 son/daughter)

B. 1. Guidance Departments in schools may provide parents with information to assist students in their career planning. *(Check one answer in column (a); then follow the arrows for certain answers only.)*

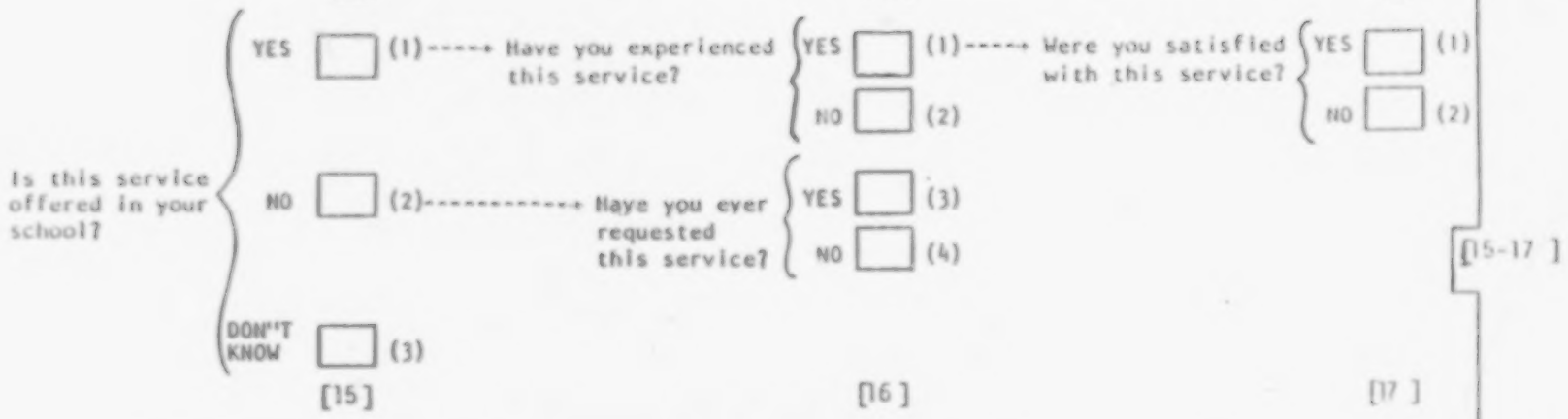
	(a)	(b)	(c)
Is this service offered in your school?	YES [ ] (1) ----→	Have you experienced this service? YES [ ] (1)	Were you satisfied with this service? YES [ ] (1)
		Have you experienced this service? NO [ ] (2)	Were you satisfied with this service? NO [ ] (2)
	NO [ ] (2) ----------→	Have you ever requested this service? YES [ ] (3)	
		Have you ever requested this service? NO [ ] (4)	
	DON'T KNOW [ ] (3)		
	[12]	[13]	[14]

197

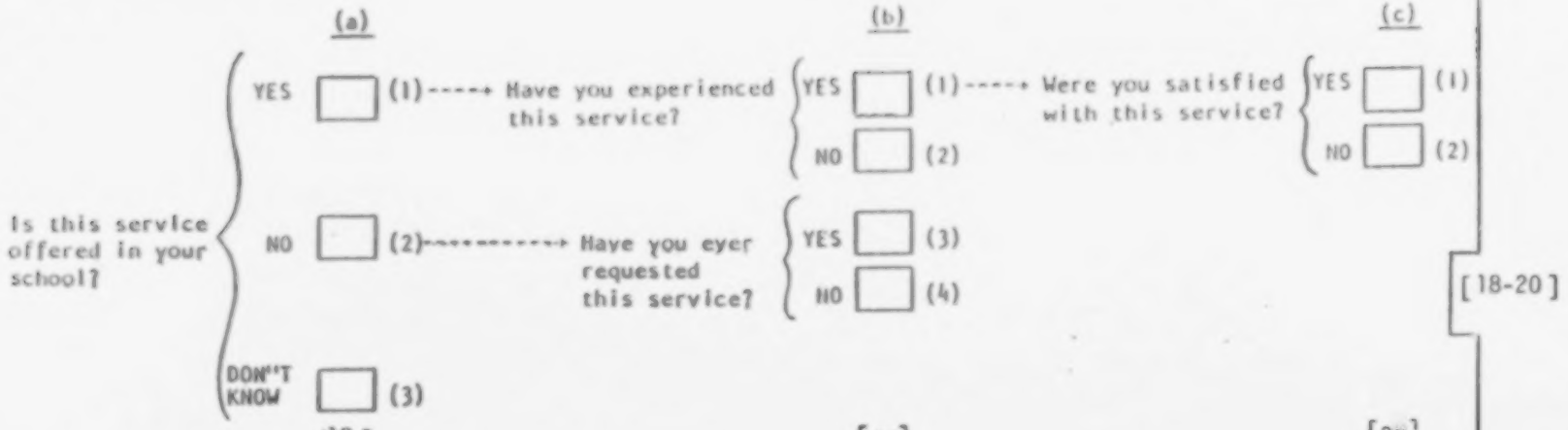
[12-14]

198

2. Guidance Departments in schools may provide <u>parents</u> with information to assist students in their educational planning.



3. Guidance Departments in schools may provide assistance <u>to parents</u> so that their son/daughter can be successful in school.



4. Guidance Departments in schools may provide information <u>to parents</u> so that they can help their son/daughter grow socially and emotionally.

	(a)	(b)	(c)
Is this service offered in your school?	YES ☐ (1) ----→	Have you experienced this service? YES ☐ (1) ----→	Were you satisfied with this service? YES ☐ (1)
		NO ☐ (2)	NO ☐ (2)
	NO ☐ (2) ----------→	Have you ever requested this service? YES ☐ (3)	
		NO ☐ (4)	
	DON'T KNOW ☐ (3)		
	[21]	[22]	[23]

[21-23]

5. Guidance Departments in schools may provide opportunities for <u>community members</u> to become involved in the school (e.g., as volunteers, as school/community liaison agents, as guest lecturers, etc.)

	(a)	(b)	(c)
Is this service offered in your school?	YES ☐ (1) ----→	Have you experienced this service? YES ☐ (1) ----→	Were you satisfied with this service? YES ☐ (1)
		NO ☐ (2)	NO ☐ (2)
	NO ☐ (2) ----------→	Have you ever requested this service? YES ☐ (3)	
		NO ☐ (4)	
	DON'T KNOW ☐ (3)		
	[24]	[25]	[26]

[24-26]

SERVICES TO YOUR GRADE 10 SON/DAUGHTER

C. 1. Guidance Departments may provide students with information about a variety of careers.

	(a)		(b)	
Has your son/daughter experienced this service?	YES ☐ (1) ----→	Were you satisfied with this service?	YES ☐ (1)	[27-28]
	NO ☐ (2)		NO ☐ (2)	
	DON'T KNOW ☐ (3)			
	[27]		[28]	

2. Guidance Departments may provide students with assistance in career planning.

	(a)		(b)	
Has your son/daughter experienced this service?	YES ☐ (1) ----→	Were you satisfied with this service?	YES ☐ (1)	[29-30]
	NO ☐ (2)		NO ☐ (2)	
	DON'T KNOW ☐ (3)			
	[29]		[30]	

3. Guidance Departments may provide students with assistance in educational planning.

	(a)		(b)	
Has your son/daughter experienced this service?	YES ☐ (1) ----→	Were you satisfied with this service?	YES ☐ (1)	[31-32]
	NO ☐ (2)		NO ☐ (2)	
	DON'T KNOW ☐ (3)			
	[31]		[32]	

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4. Guidance Departments may provide students with assistance so that they can be successful in school.

	(a)		(b)	
Has your son/daughter experienced this service?	YES ☐ (1) ----→	Were you satisfied with this service?	YES ☐ (1)	[33-34]
	NO ☐ (2)		NO ☐ (2)	
	DON'T KNOW ☐ (3)			
	[33]		[34]	

5. Guidance Departments may assist students with their personal concerns.

	(a)		(b)	
Has your son/daughter experienced this service?	YES ☐ (1) ----→	Were you satisfied with this service?	YES ☐ (1)	[35-36]
	NO ☐ (2)		NO ☐ (2)	
	DON'T KNOW ☐ (3)			
	[35]		[36]	

6. Guidance Departments may provide students with opportunities to participate in career, educational, or volunteer experiences outside the school.

	(a)		(b)	
Has your son/daughter experienced this service?	YES ☐ (1) ----→	Were you satisfied with this service?	YES ☐ (1)	[37-38]
	NO ☐ (2)		NO ☐ (2)	
	DON'T KNOW ☐ (3)			
	[37]		[38]	

COMMUNICATION

D. 1. In general, how much information do you receive regarding the Guidance Department in your school? *(Check one only.)*

None . . . . . ☐ (1)

Some, but it is not enough . . . . . ☐ (2) [39]

Just enough . . . . . ☐ (3)

2. If you would like more information about the services provided by your Guidance Department, which of the following approaches would be most useful to you? *(Check any that apply.)*

Booklet . . . . . ☐ (1) [40]

Career Night . . . . . ☐ (1) [41]

Newsletter . . . . . ☐ (1) [42]

Other (please specify) _____ ☐ (1) [43]

_____

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E. *If Guidance Departments could offer only <u>five</u> of the fifteen services listed below, which ones would you choose? Please show your <u>five</u> choices by placing an "X" in each of five boxes.*

a) Information to students about a variety of careers . . . . . ☐ (1) [44]

b) Assistance to students in career planning . . . . . ☐ (1) [45]

c) Assistance to students in educational planning . . . . . ☐ (1) [46]

d) Information to parents to assist students in their career planning . . . . . ☐ (1) [47]

e) Information to parents to assist students in their educational planning . . . . . ☐ (1) [48]

f) Information to teachers to assist students in their career planning . . . . . ☐ (1) [49]

g) Information to teachers to assist students in their educational planning . . . . . ☐ (1) [50]

h) Assistance to students so that they can be successful in school . . . . . ☐ (1) [51]

i) Assistance to parents so that students can be successful in school . . . . . ☐ (1) [52]

j) Assistance to teachers so that students can be successful in school . . . . . ☐ (1) [53]

k) Assistance with students' personal concerns . . . . . ☐ (1) [54]

l) Information to parents so that they can help students grow socially and emotionally . . . ☐ (1) [55]

m) Information to teachers so that they can help students grow socially and emotionally . . ☐ (1) [56]

n) Opportunities for students to participate in career, educational, or volunteer experiences outside the school . . . . . ☐ (1) [57]

o) Opportunities for community members to become involved in the school . . . . . ☐ (1) [58]

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F. COMMENTS

THANK YOU VERY MUCH FOR COMPLETING THIS SURVEY.

SHOULD YOU HAVE ANY QUESTIONS REGARDING THE QUESTIONNAIRE, CONTACT DR. H. J. DILLING, RESEARCH DIRECTOR, 296-7521.

RETURN TO: CEDSS Guidance Sub-committee
CEDSS Research Office
William Tredway Junior Public School
112 Sedgemount Drive
Scarborough, Ontario M1H 1X9

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[ ][ ][ ]
[1 2 3]

[1][1][7]
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[7 8]

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[9 10 11]

Parent Questionnaire (Grade 12

CEDSS GUIDANCE SERVICES SUB-COMMITTEE

PERCEPTIONS OF GUIDANCE SERVICES IN SCARBOROUGH

INTRODUCTION

This survey has been designed to help determine which guidance services should be provided in Scarborough and how these services may be improved. While you answer the survey, please think about the experiences you and your Grade 12 son/daughter have had with guidance services. It is important that your answers show your feelings about these services. Please do not put your name on this questionnaire.

A. School name: _____

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SERVICES TO YOU, THE PARENT
(with regard to your Grade 12 son/daughter)

B. 1. Guidance Departments in schools may provide parents with information to assist students in their career planning. *(Check one answer in column (a); then follow the arrows for certain answers only.)*

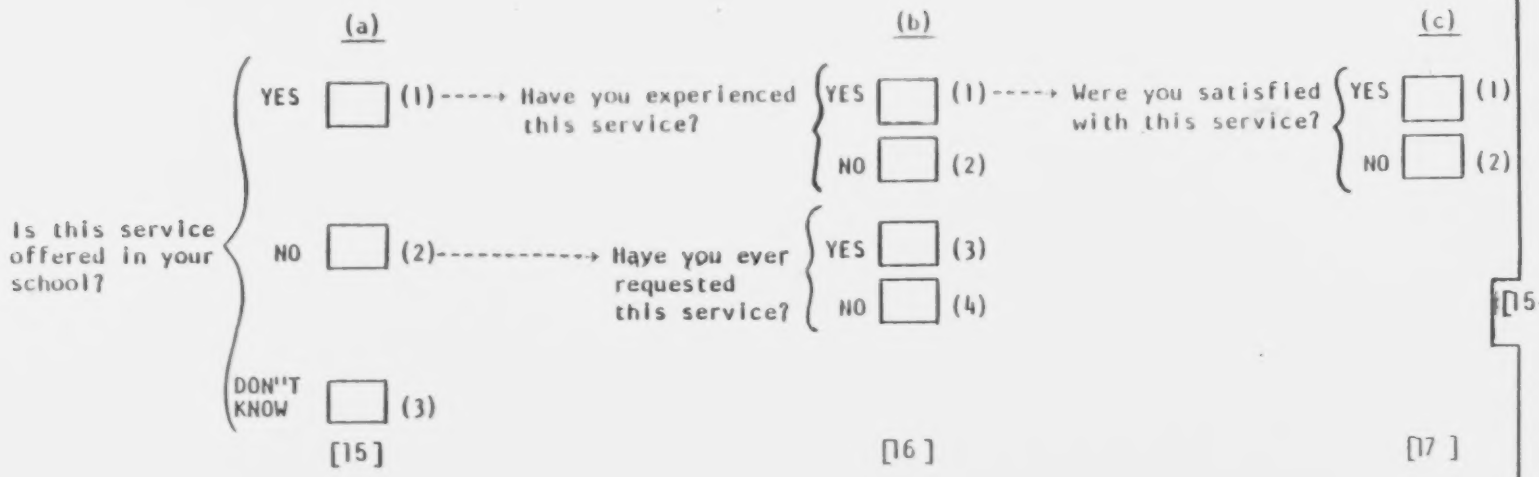
(a) Is this service offered in your school?		(b)		(c)	
YES	☐ (1) -----	Have you experienced this service? YES	☐ (1) -----	Were you satisfied with this service? YES	☐ (1)
		NO	☐ (2)	NO	☐ (2)
NO	☐ (2) ----------	Have you ever requested this service? YES	☐ (3)		
		NO	☐ (4)		
DON'T KNOW	☐ (3)				
	[12]		[13]		[14]

212

[12-14]

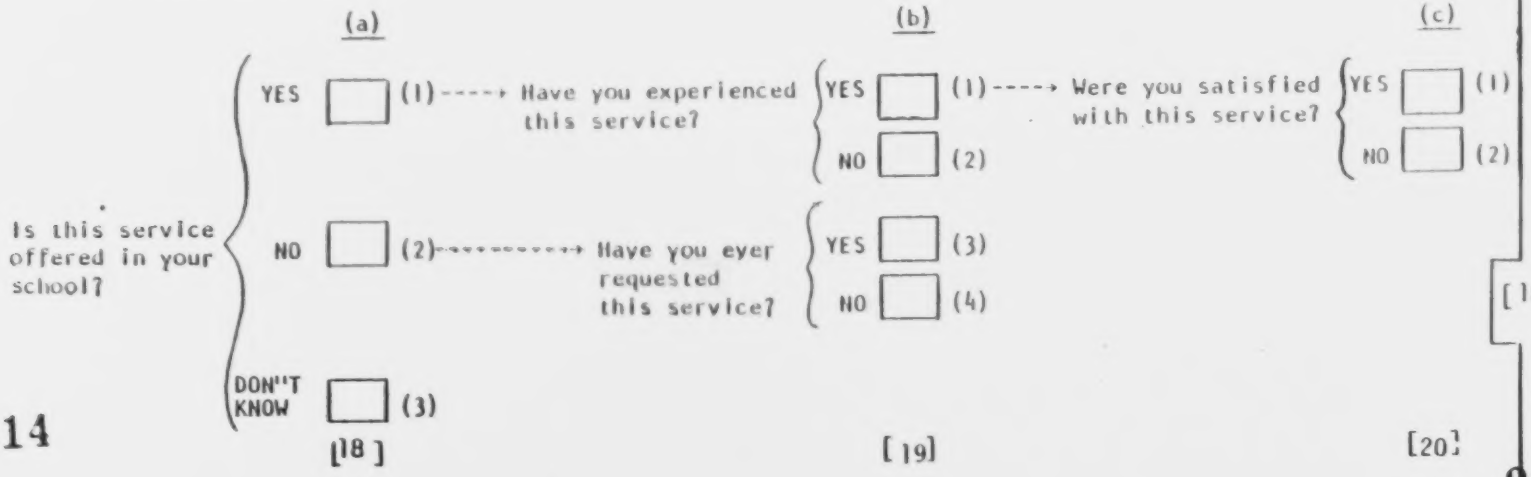
213

2. Guidance Departments in schools may provide parents with information to assist students in their educational planning.



177

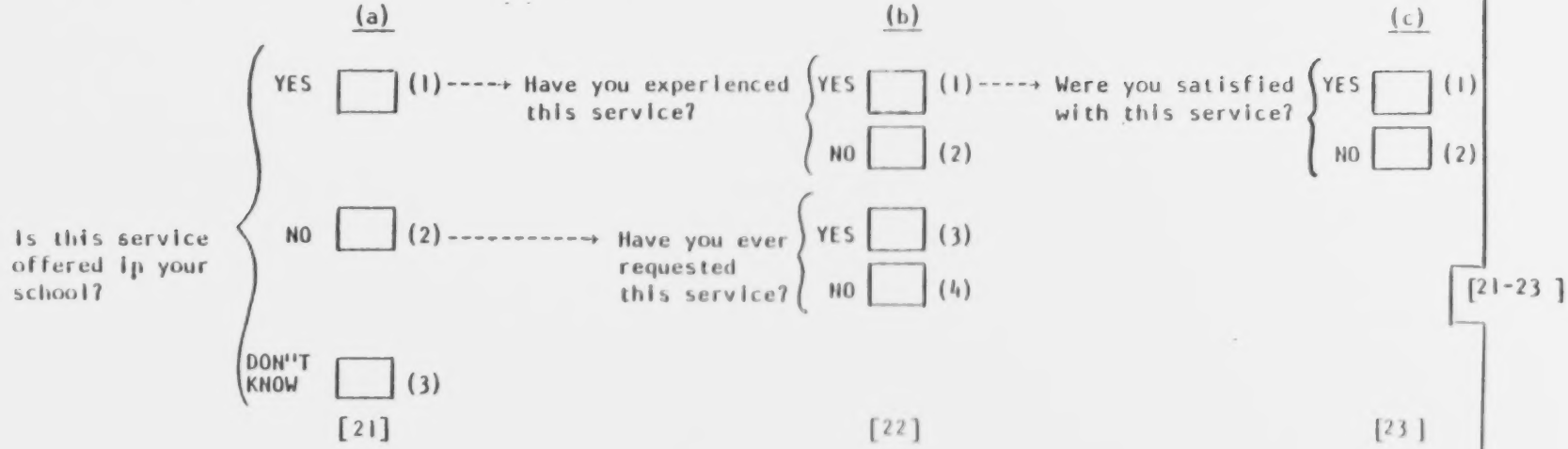
3. Guidance Departments in schools may provide assistance to parents so that their son/daughter can be successful in school.



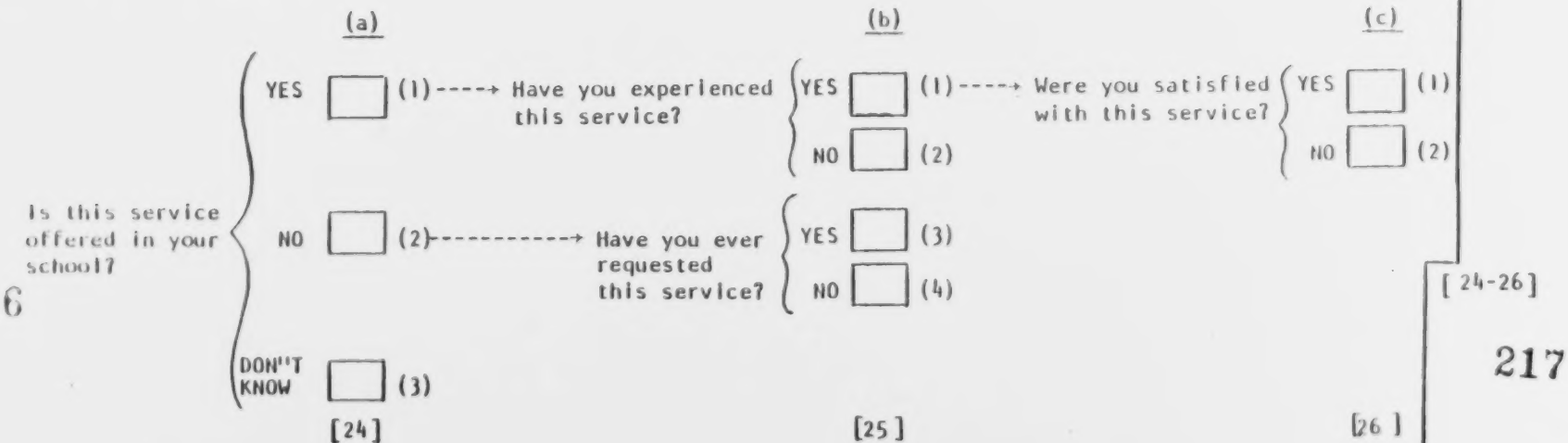
214

215

4. Guidance Departments in schools may provide information <u>to parents</u> so that they can help their son/daughter grow socially and emotionally.



5. Guidance Departments in schools may provide opportunities for <u>community members</u> to become involved in the school (e.g., as volunteers, as school/community liaison agents, as guest lecturers, etc.)



SERVICES TO YOUR GRADE 12 SON/DAUGHTER

C. 1. Guidance Departments may provide students with information about a variety of careers.

	(a)		(b)	
Has your son/daughter experienced this service?	YES ☐ (1) ----→	Were you satisfied with this service?	YES ☐ (1)	[27-28]
	NO ☐ (2)		NO ☐ (2)	
	DON'T KNOW ☐ (3)			
	[27]		[28]	

2. Guidance Departments may provide students with assistance in career planning.

	(a)		(b)	
Has your son/daughter experienced this service?	YES ☐ (1) ----→	Were you satisfied with this service?	YES ☐ (1)	[29-30]
	NO ☐ (2)		NO ☐ (2)	
	DON'T KNOW ☐ (3)			
	[29]		[30]	

3. Guidance Departments may provide students with assistance in educational planning.

	(a)		(b)	
Has your son/daughter experienced this service?	YES ☐ (1) ----→	Were you satisfied with this service?	YES ☐ (1)	[31-32]
	NO ☐ (2)		NO ☐ (2)	
	DON'T KNOW ☐ (3)			
	[31]		[32]	

4. Guidance Departments may provide students with assistance so that they can be successful in school.

	(a)		(b)	
Has your son/daughter experienced this service?	YES ☐ (1) ----→	Were you satisfied with this service?	YES ☐ (1)	[33-34]
	NO ☐ (2)		NO ☐ (2)	
	DON'T KNOW ☐ (3)			
	[33]		[34]	

5. Guidance Departments may assist students with their personal concerns.

	(a)		(b)	
Has your son/daughter experienced this service?	YES ☐ (1) ----→	Were you satisfied with this service?	YES ☐ (1)	[35-36]
	NO ☐ (2)		NO ☐ (2)	
	DON'T KNOW ☐ (3)			
	[35]		[36]	

6. Guidance Departments may provide students with opportunities to participate in career, educational, or volunteer experiences outside the school.

	(a)		(b)	
Has your son/daughter experienced this service?	YES ☐ (1) ----→	Were you satisfied with this service?	YES ☐ (1)	[37-38]
	NO ☐ (2)		NO ☐ (2)	
	DON'T KNOW ☐ (3)			
	[37]		[38]	

COMMUNICATION

D. 1. In general, how much information do you receive regarding the Guidance Department in your school? *(Check one only.)*

None	☐ (1)	
Some, but it is not enough	☐ (2)	[39]
Just enough	☐ (3)	

2. If you would like more information about the services provided by your Guidance Department, which of the following approaches would be most useful to you? *(Check any that apply.)*

Booklet	☐ (1)	[40]
Career Night	☐ (1)	[41]
Newsletter	☐ (1)	[42]
Other (please specify) _____	☐ (1)	[43]

_____

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E. *If Guidance Departments could offer only <u>five</u> of the fifteen services listed below, which ones would you choose? Please show your <u>five</u> choices by placing an "X" in each of five boxes.*

a) Information to students about a variety of careers	☐ (1)	[44]
b) Assistance to students in career planning	☐ (1)	[45]
c) Assistance to students in educational planning	☐ (1)	[46]
d) Information to parents to assist students in their career planning	☐ (1)	[47]
e) Information to parents to assist students in their educational planning	☐ (1)	[48]
f) Information to teachers to assist students in their career planning	☐ (1)	[49]
g) Information to teachers to assist students in their educational planning	☐ (1)	[50]
h) Assistance to students so that they can be successful in school	☐ (1)	[51]
i) Assistance to parents so that students can be successful in school	☐ (1)	[52]
j) Assistance to teachers so that students can be successful in school	☐ (1)	[53]
k) Assistance with students' personal concerns	☐ (1)	[54]
l) Information to parents so that they can help students grow socially and emotionally . . .	☐ (1)	[55]
m) Information to teachers so that they can help students grow socially and emotionally . .	☐ (1)	[56]
n) Opportunities for students to participate in career, educational, or volunteer experiences outside the school	☐ (1)	[57]
o) Opportunities for community members to become involved in the school	☐ (1)	[58]

F. COMMENTS

THANK YOU VERY MUCH FOR COMPLETING THIS SURVEY.

SHOULD YOU HAVE ANY QUESTIONS REGARDING THE QUESTIONNAIRE, CONTACT DR. H. J. DILLING, RESEARCH DIRECTOR, 296-7521.

RETURN TO: CEDSS Guidance Sub-committee
CEDSS Research Office
William Tredway Junior Public School
112 Sedgemount Drive
Scarborough, Ontario M1H 1X9

APPENDIX G

1. Teacher Questionnaire - Collegiate
2. Teacher Questionnaire - Secondary School
3. Teacher Questionnaire - Vocational School

FOR OFFICE USE

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[1 2 3]

[1] [1] [3]
[4 5 6]

Teacher Questionnaire—Collegiate

CEDSS GUIDANCE SERVICES SUB-COMMITTEE

PERCEPTIONS OF GUIDANCE SERVICES IN SCARBOROUGH

INTRODUCTION

This survey has been designed to help determine which guidance services should be provided in Scarborough and how these services may be improved. While you answer the survey, please think about the experiences that you and your students have had with guidance services. It is important that your answers show <u>your</u> feelings about these services. Please do not put your name on this questionnaire.

SERVICES TO YOU, THE TEACHER

A. 1. Guidance Departments may provide <u>teachers</u> with information to assist students in their career planning. *(Check one answer in column (a); then follow the arrows for certain answers only.)*

	(a)		(b)		(c)	
Is this service offered in your school?	YES ☐ (1)	→	Have you received this information? YES ☐ (1)	→	Were you satisfied with this service? YES ☐ (1)	[7-9]
					NO ☐ (2)	
			NO ☐ (2)	→	Have you ever requested this service? YES ☐ (3)	
					NO ☐ (4)	
	NO ☐ (2)	→				
	DON'T KNOW ☐ (3)					
	[7]		[8]		[9]	

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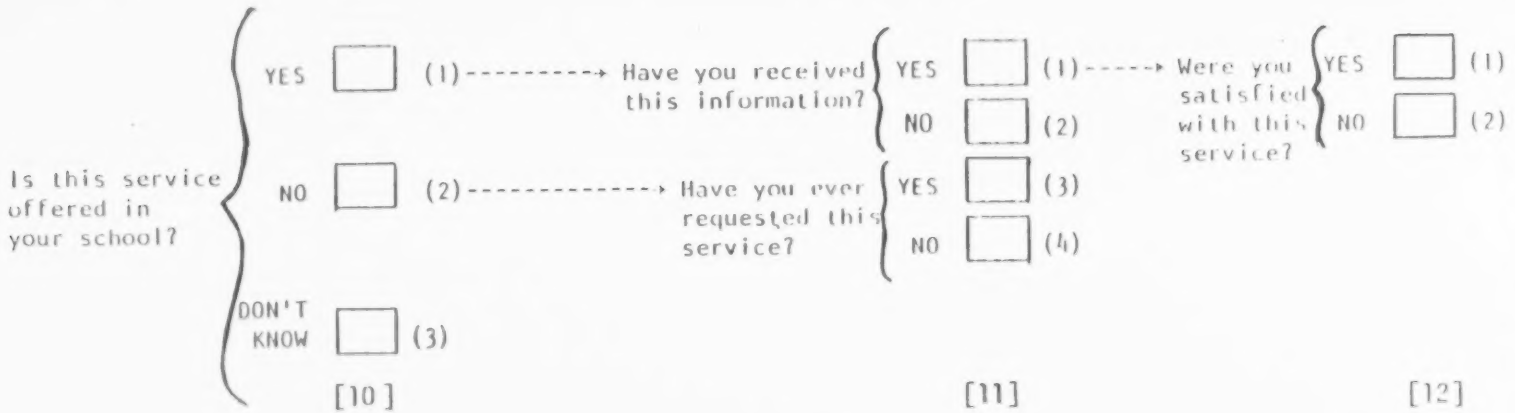
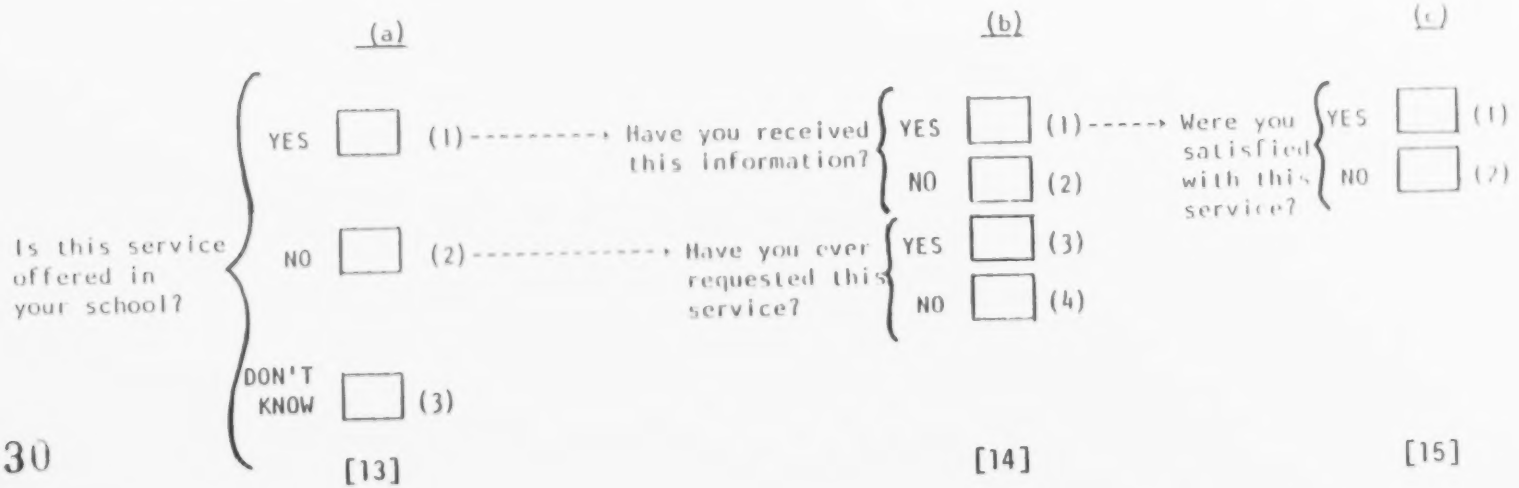
2. Guidance Departments may provide <u>teachers</u> with information to assist students in their educational planning.



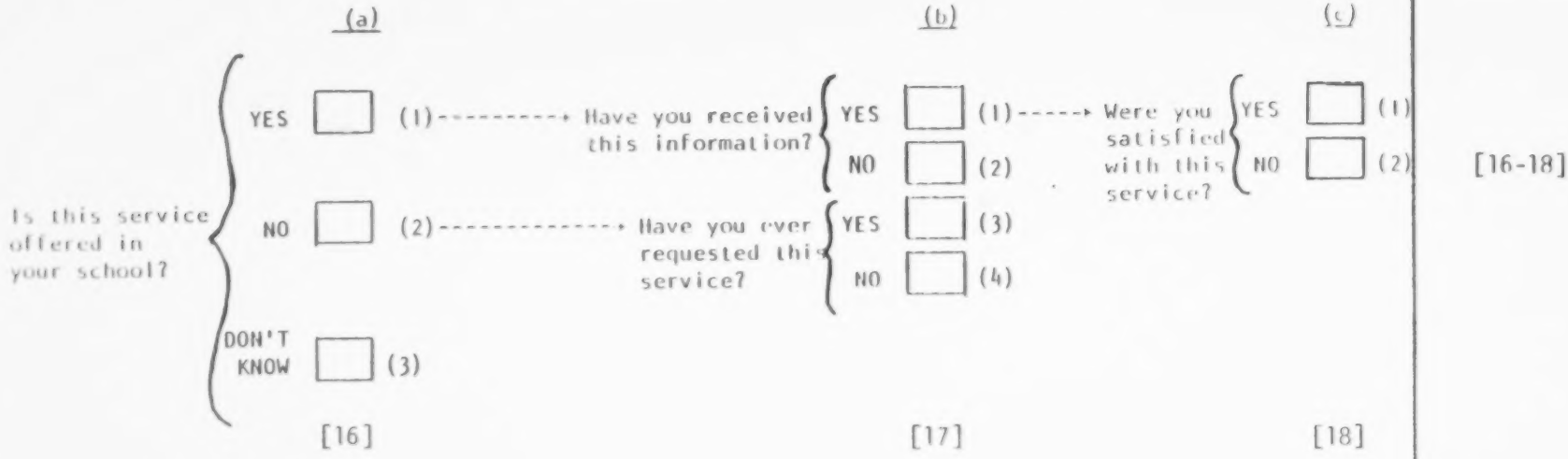
[10-12]

3. Guidance Departments may provide assistance <u>to teachers</u> so that students can be successful in school.



[13-15]

4. Guidance Departments may provide information <u>to teachers</u> so that they can help their students grow socially and emotionally.



SERVICES TO YOUR STUDENTS

It is recognized that some guidance services are provided directly to students without teacher involvement. Nevertheless, wherever you have had adequate feedback to permit assessment of services to students, your perceptions would be appreciated. ("DON'T KNOW" in column (b) indicates that an assessment of satisfaction cannot be made.)

B. 1. Guidance Departments may provide students with information about a variety of careers.

	(a)		(b)	
Have your students experienced this service?	YES ☐ (1)	---------- → Were you satisfied with this service?	YES ☐ (1)	[19-20]
	NO ☐ (2)		NO ☐ (2)	
	DON'T KNOW ☐ (3)		DON'T KNOW ☐ (3)	
	[19]		[20]	

2. Guidance Departments may provide students with assistance in career planning.

	(a)		(b)	
Have your students experienced this service?	YES ☐ (1)	---------- → Were you satisfied with this service?	YES ☐ (1)	[21-22]
	NO ☐ (2)		NO ☐ (2)	
	DON'T KNOW ☐ (3)		DON'T KNOW ☐ (3)	
	[21]		[22]	

3. Guidance Departments may provide students with assistance in educational planning.

	(a)		(b)	
Have your students experienced this service?	YES ☐ (1)	---------- Were you satisfied with this service?	YES ☐ (1)	[23-24]
	NO ☐ (2)		NO ☐ (2)	
	DON'T KNOW ☐ (3)		DON'T KNOW ☐ (3)	
	[23]		[24]	

4. Guidance Departments may provide students with assistance so that they can be successful in school.

	(a)		(b)	
Have your students experienced this service?	YES ☐ (1)	---------- Were you satisfied with this service?	YES ☐ (1)	[25-26]
	NO ☐ (2)		NO ☐ (2)	
	DON'T KNOW ☐ (3)		DON'T KNOW ☐ (3)	
	[25]		[26]	

5. Guidance Departments may assist students with their personal concerns.

	(a) Have your students experienced this service?		(b) Were you satisfied with this service?	
YES	☐ (1)	----------	☐ (1)	
NO	☐ (2)		☐ (2)	[27-28]
DON'T KNOW	☐ (3)		☐ (3)	
	[27]		[28]	

6. Guidance Departments may provide students with opportunities to participate in career, educational, or volunteer experiences outside the school.

	(a) Have your students experienced this service?		(b) Were you satisfied with this service?	
YES	☐ (1)	----------	☐ (1)	
NO	☐ (2)		☐ (2)	[29-30]
DON'T KNOW	☐ (3)		☐ (3)	
	[29]		[30]	

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C. *If Guidance Departments could offer only <u>five</u> of the fifteen services listed below, which ones would you choose? Please show your <u>five</u> choices by placing an "X" in each of five boxes.*

a) Information to students about a variety of careers . . . . . ☐ (1) [31]

b) Assistance to students in career planning . . . . . ☐ (1) [32]

c) Assistance to students in educational planning . . . . . ☐ (1) [33]

d) Information to parents to assist students in their career planning . . . . . ☐ (1) [34]

e) Information to parents to assist students in their educational planning . . . . . ☐ (1) [35]

f) Information to teachers to assist students in their career planning . . . . . ☐ (1) [36]

g) Information to teachers to assist students in their educational planning . . . . . ☐ (1) [37]

h) Assistance to students so that they can be successful in school . . . . . ☐ (1) [38]

i) Assistance to parents so that students can be successful in school . . . . . ☐ (1) [39]

j) Assistance to teachers so that students can be successful in school . . . . . ☐ (1) [40]

k) Assistance with students' personal concerns . . . . . ☐ (1) [41]

l) Information to parents so that they can help students grow socially and emotionally . . . ☐ (1) [42]

m) Information to teachers so that they can help students grow socially and emotionally . . ☐ (1) [43]

n) Opportunities for students to participate in career, educational, or volunteer experiences outside the school . . . . . ☐ (1) [44]

o) Opportunities for community members to become involved in the school . . . . . ☐ (1) [45]

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D. COMMENTS

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THANK YOU VERY MUCH FOR COMPLETING THIS SURVEY.

FOR OFFICE USE

[1 2 3]

[4 5 6]

Teacher Questionnaire—Secondary School

CEDSS GUIDANCE SERVICES SUB-COMMITTEE

PERCEPTIONS OF GUIDANCE SERVICES IN SCARBOROUGH

INTRODUCTION

This survey has been designed to help determine which guidance services should be provided in Scarborough and how these services may be improved. While you answer the survey, please think about the experiences that you and your students have had with guidance services. It is important that your answers show <u>your</u> feelings about these services. Please do not put your name on this questionnaire.

SERVICES TO YOU, THE TEACHER

6. 1. Guidance Departments may provide <u>teachers</u> with information to assist students in their career planning. *(Check one answer in column (a); then follow the arrows for certain answers only.)*

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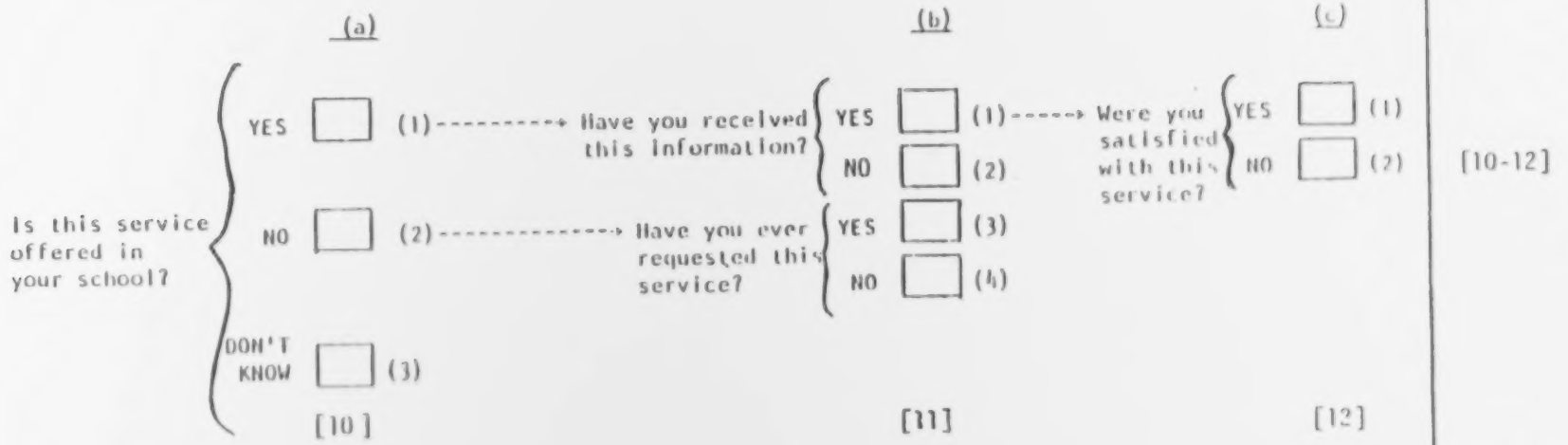
	(a)		(b)		(c)	
Is this service offered in your school?	YES ☐ (1)	→ Have you received this information?	YES ☐ (1)	→ Were you satisfied with this service?	YES ☐ (1)	[7-9]
			NO ☐ (2)		NO ☐ (2)	
	NO ☐ (2)	→ Have you ever requested this service?	YES ☐ (3)			
			NO ☐ (4)			
	DON'T KNOW ☐ (3)					
	[7]		[8]		[9]	

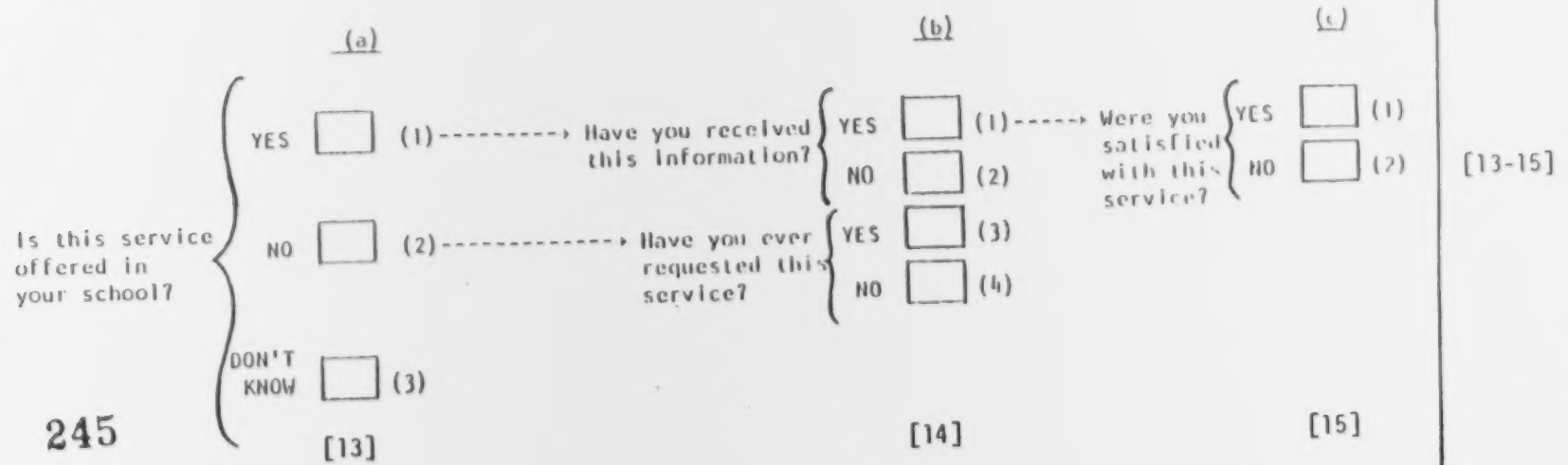
243

244

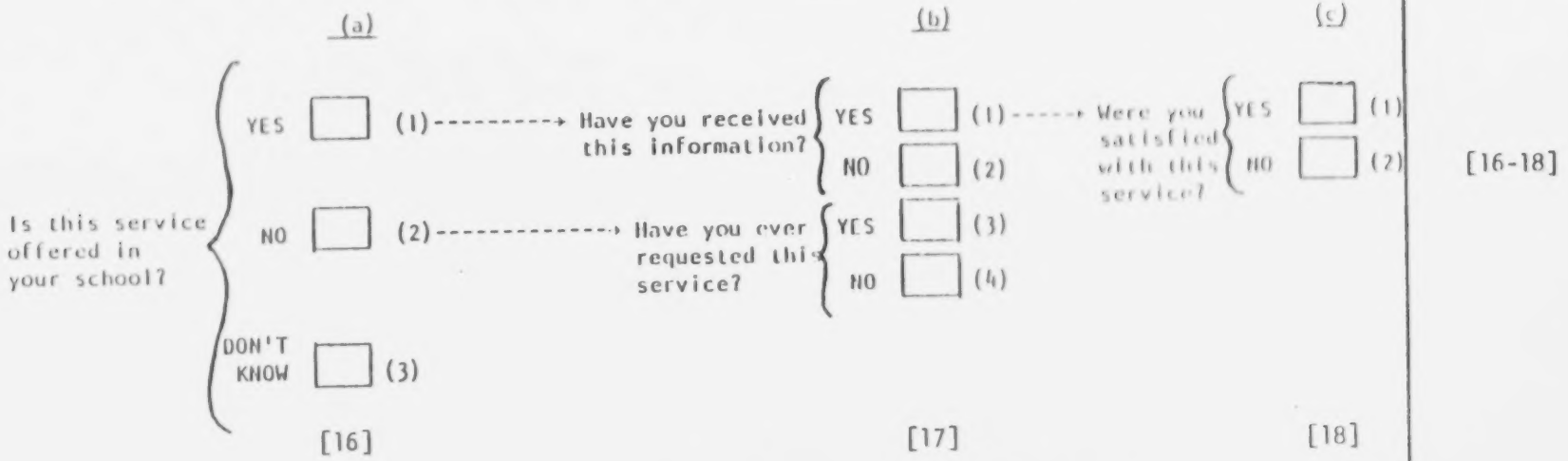
2. Guidance Departments may provide <u>teachers</u> with information to assist students in their educational planning.



3. Guidance Departments may provide assistance <u>to teachers</u> so that students can be successful in school.



4. Guidance Departments may provide information <u>to teachers</u> so that they can help their students grow socially and emotionally.



[16-18]

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SERVICES TO YOUR STUDENTS

It is recognized that some guidance services are provided directly to students without teacher involvement. Nevertheless, wherever you have had adequate feedback to permit assessment of services to students, your perceptions would be appreciated. ("DON'T KNOW" in column (b) indicates that an assessment of satisfaction cannot be made.)

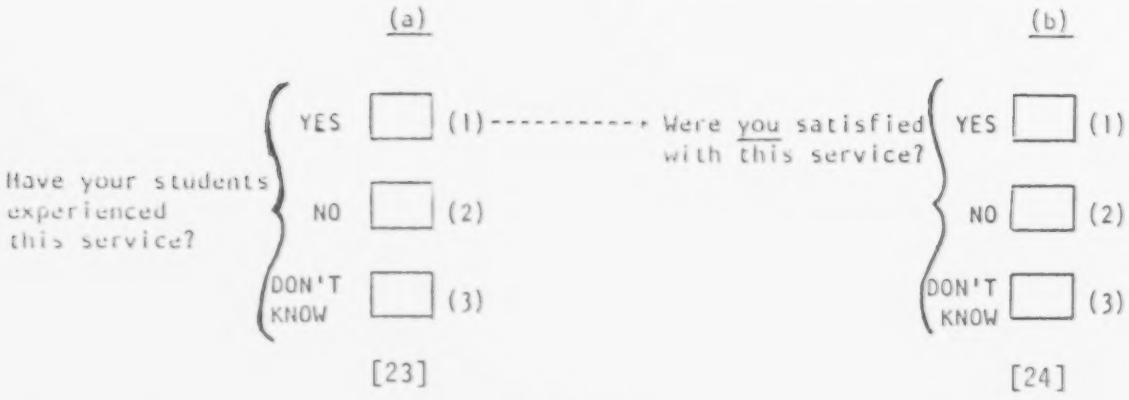
B. 1. Guidance Departments may provide students with information about a variety of careers.

	(a)		(b)	
Have your students experienced this service?	YES ☐ (1)	----------→ Were you satisfied with this service?	YES ☐ (1)	[19-20]
	NO ☐ (2)		NO ☐ (2)	
	DON'T KNOW ☐ (3)		DON'T KNOW ☐ (3)	
	[19]		[20]	

2. Guidance Departments may provide students with assistance in career planning.

	(a)		(b)	
Have your students experienced this service?	YES ☐ (1)	----------→ Were you satisfied with this service?	YES ☐ (1)	[21-22]
	NO ☐ (2)		NO ☐ (2)	
	DON'T KNOW ☐ (3)		DON'T KNOW ☐ (3)	
	[21]		[22]	

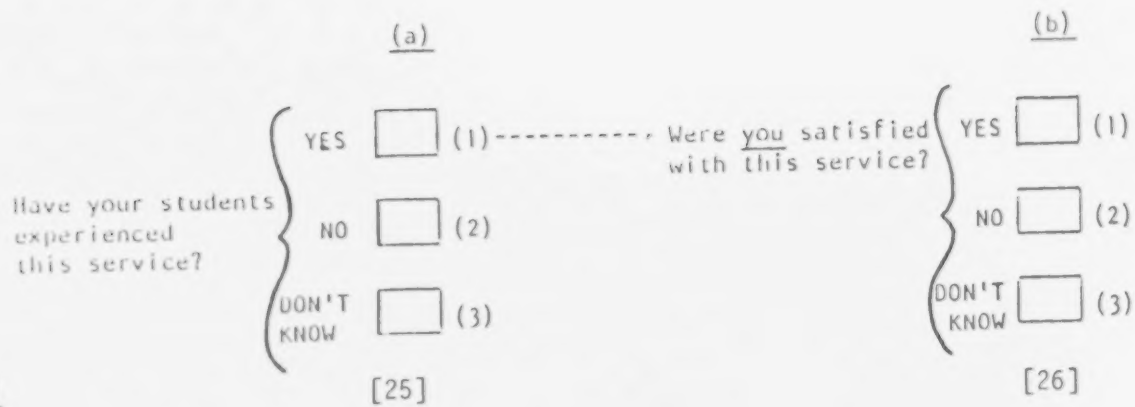
3. Guidance Departments may provide students with assistance in educational planning.



[23-24]

198

4. Guidance Departments may provide students with assistance so that they can be successful in school.



[25-26]

251

252

5. Guidance Departments may assist <u>students</u> with their personal concerns.

	(a)		(b)	
Have your students experienced this service?	YES ☐ (1)	---------- Were you satisfied with this service?	YES ☐ (1)	[27-28]
	NO ☐ (2)		NO ☐ (2)	
	DON'T KNOW ☐ (3)		DON'T KNOW ☐ (3)	
	[27]		[28]	

6. Guidance Departments may provide <u>students</u> with opportunities to participate in career, educational, or volunteer experiences outside the school.

	(a)		(b)	
Have your students experienced this service?	YES ☐ (1)	---------- Were you satisfied with this service?	YES ☐ (1)	[29-30]
	NO ☐ (2)		NO ☐ (2)	
	DON'T KNOW ☐ (3)		DON'T KNOW ☐ (3)	
	[29]		[30]	

199

C. *If Guidance Departments could offer only <u>five</u> of the fifteen services listed below, which ones would you choose? Please show your <u>five</u> choices by placing an "X" in each of five boxes.*

a) Information to students about a variety of careers . . . . . ☐ (1) [31]

b) Assistance to students in career planning . . . . . ☐ (1) [32]

c) Assistance to students in educational planning . . . . . ☐ (1) [33]

d) Information to parents to assist students in their career planning . . . . . ☐ (1) [34]

e) Information to parents to assist students in their educational planning . . . . . ☐ (1) [35]

f) Information to teachers to assist students in their career planning . . . . . ☐ (1) [36]

g) Information to teachers to assist students in their educational planning . . . . . ☐ (1) [37]

h) Assistance to students so that they can be successful in school . . . . . ☐ (1) [38]

i) Assistance to parents so that students can be successful in school . . . . . ☐ (1) [39]

j) Assistance to teachers so that students can be successful in school . . . . . ☐ (1) [40]

k) Assistance with students' personal concerns . . . . . ☐ (1) [41]

l) Information to parents so that they can help students grow socially and emotionally . . . ☐ (1) [42]

m) Information to teachers so that they can help students grow socially and emotionally . . ☐ (1) [43]

n) Opportunities for students to participate in career, educational, or volunteer experiences outside the school . . . . . ☐ (1) [44]

o) Opportunities for community members to become involved in the school . . . . . ☐ (1) [45]

200

255

256

D. COMMENTS

201

THANK YOU VERY MUCH FOR COMPLETING THIS SURVEY.

FOR OFFICE USE

[1 2 3]

[4 5 6]

Teacher Questionnaire—Vocational School

CEDSS GUIDANCE SERVICES SUB-COMMITTEE

PERCEPTIONS OF GUIDANCE SERVICES IN SCARBOROUGH

INTRODUCTION

This survey has been designed to help determine which guidance services should be provided in Scarborough and how these services may be improved. While you answer the survey, please think about the experiences that you and your students have had with guidance services. It is important that your answers show <u>your</u> feelings about these services. Please do not put your name on this questionnaire.

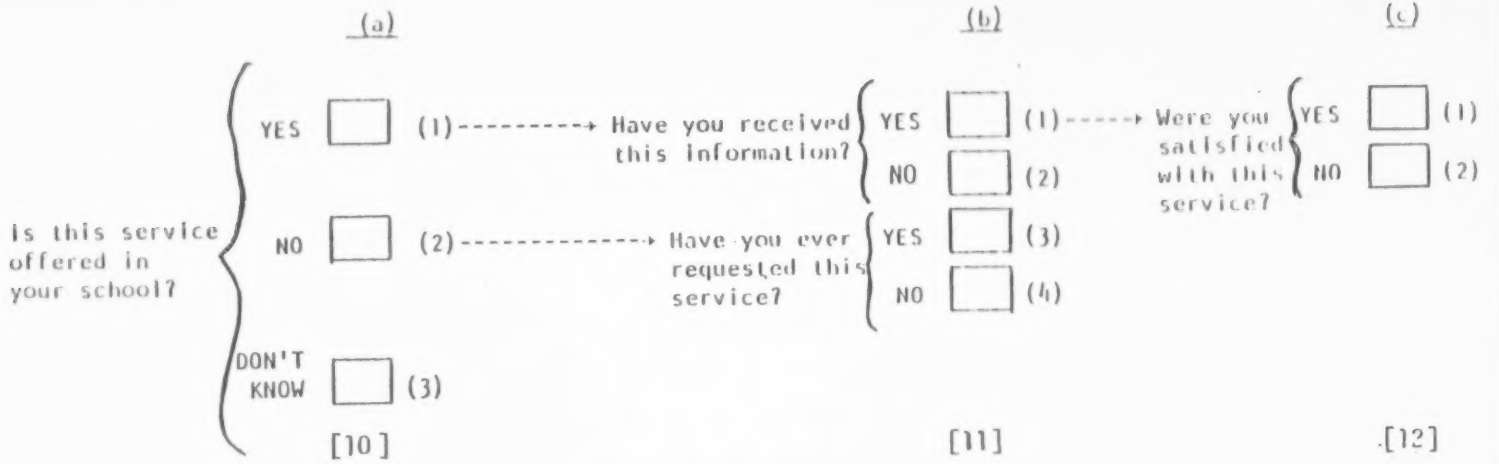
SERVICES TO YOU, THE TEACHER

A. 1. Guidance Departments may provide <u>teachers</u> with information to assist students in their career planning. *(Check one answer in column (a); then follow the arrows for certain answers only.)*

	(a)		(b)		(c)	
Is this service offered in your school?	YES ☐ (1)	→	Have you received this information? YES ☐ (1)	→	Were you satisfied with this service? YES ☐ (1)	[7-9]
			NO ☐ (2)		NO ☐ (2)	
	NO ☐ (2)	→	Have you ever requested this service? YES ☐ (3)			
			NO ☐ (4)			
258	DON'T KNOW ☐ (3)					
	[7]		[8]		[9]	

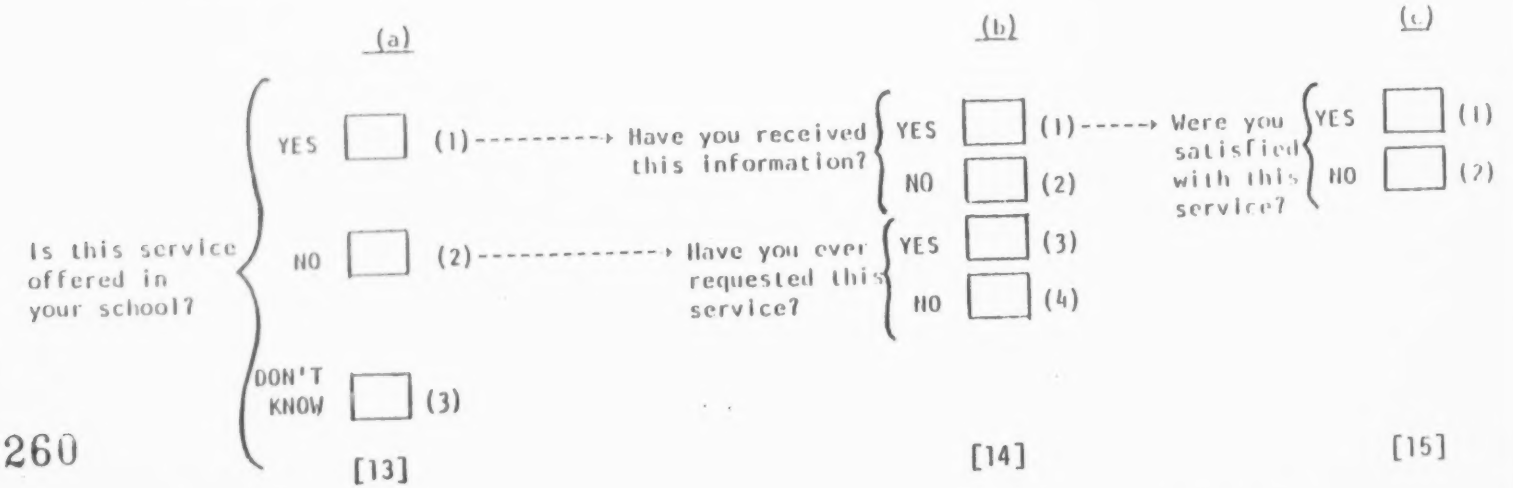
259

2. Guidance Departments may provide <u>teachers</u> with information to assist students in their educational planning.



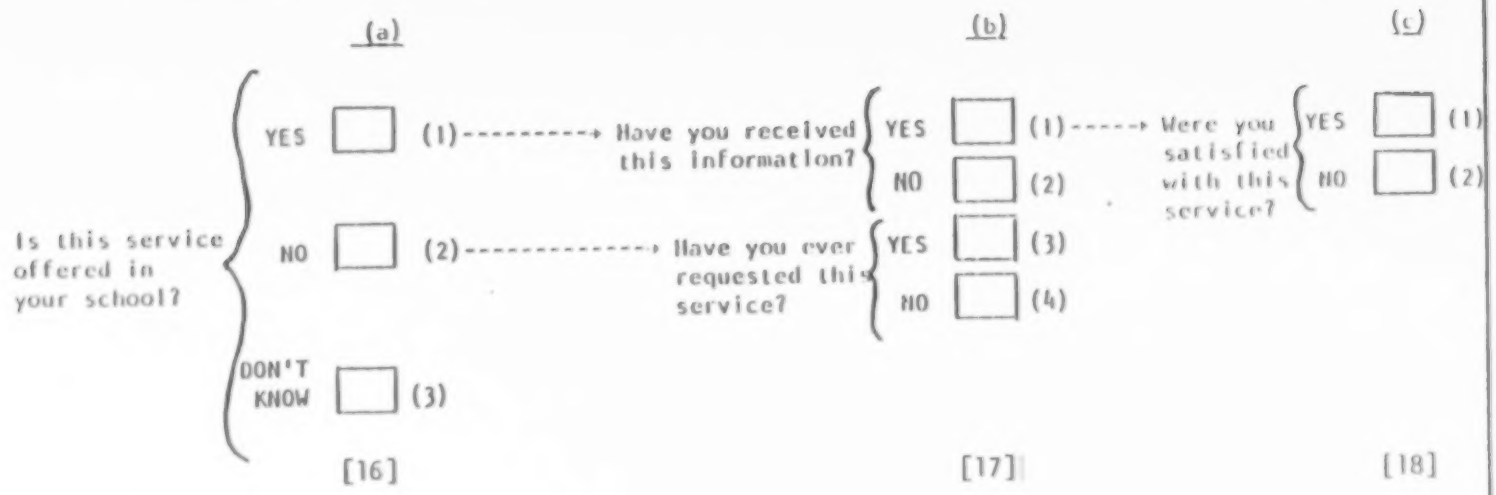
[10-12]

3. Guidance Departments may provide assistance <u>to teachers</u> so that students can be successful in school.



[13-15]

4. Guidance Departments may provide information <u>to teachers</u> so that they can help their students grow socially and emotionally.



[16-18]

SERVICES TO YOUR STUDENTS

It is recognized that some guidance services are provided directly to students without teacher involvement. Nevertheless, wherever you have had adequate feedback to permit assessment of services to students, your perceptions would be appreciated. ("DON'T KNOW" in column (b) indicates that an assessment of satisfaction cannot be made.)

B. 1. Guidance Departments may provide students with information about a variety of careers.

	(a)		(b)	
Have your students experienced this service?	YES ☐ (1)	----------→ Were you satisfied with this service?	YES ☐ (1)	[19-20]
	NO ☐ (2)		NO ☐ (2)	
	DON'T KNOW ☐ (3)		DON'T KNOW ☐ (3)	
	[19]		[20]	

2. Guidance Departments may provide students with assistance in career planning.

	(a)		(b)	
Have your students experienced this service?	YES ☐ (1)	----------→ Were you satisfied with this service?	YES ☐ (1)	[21-22]
	NO ☐ (2)		NO ☐ (2)	
	DON'T KNOW ☐ (3)		DON'T KNOW ☐ (3)	
	[21]		[22]	

3. Guidance Departments may provide students with assistance in educational planning.

	(a)		(b)	
Have your students experienced this service?	YES ☐ (1)	----------> Were you satisfied with this service?	YES ☐ (1)	[23-24]
	NO ☐ (2)		NO ☐ (2)	
	DON'T KNOW ☐ (3)		DON'T KNOW ☐ (3)	
	[23]		[24]	

4. Guidance Departments may provide students with assistance so that they can be successful in school.

	(a)		(b)	
Have your students experienced this service?	YES ☐ (1)	----------> Were you satisfied with this service?	YES ☐ (1)	[25-26]
	NO ☐ (2)		NO ☐ (2)	
	DON'T KNOW ☐ (3)		DON'T KNOW ☐ (3)	
	[25]		[26]	

5. Guidance Departments may assist <u>students</u> with their personal concerns.

	(a)		(b)	
Have your students experienced this service?	YES ☐ (1)	→ Were <u>you</u> satisfied with this service?	YES ☐ (1)	[27-28]
	NO ☐ (2)		NO ☐ (2)	
	DON'T KNOW ☐ (3)		DON'T KNOW ☐ (3)	
	[27]		[28]	

6. Guidance Departments may provide <u>students</u> with opportunities to participate in career, educational, or volunteer experiences outside the school.

	(a)		(b)	
Have your students experienced this service?	YES ☐ (1)	→ Were <u>you</u> satisfied with this service?	YES ☐ (1)	[29-30]
	NO ☐ (2)		NO ☐ (2)	
	DON'T KNOW ☐ (3)		DON'T KNOW ☐ (3)	
	[29]		[30]	

C. *If Guidance Departments could offer only <u>five</u> of the fifteen services listed below, which ones would you choose? Please show your <u>five</u> choices by placing an "X" in each of five boxes.*

a) Information to students about a variety of careers . . . . . ☐ (1) [31]

b) Assistance to students in career planning . . . . . ☐ (1) [32]

c) Assistance to students in educational planning . . . . . ☐ (1) [33]

d) Information to parents to assist students in their career planning . . . . . ☐ (1) [34]

e) Information to parents to assist students in their educational planning . . . . . ☐ (1) [35]

f) Information to teachers to assist students in their career planning . . . . . ☐ (1) [36]

g) Information to teachers to assist students in their educational planning . . . . . ☐ (1) [37]

h) Assistance to students so that they can be successful in school . . . . . ☐ (1) [38]

i) Assistance to parents so that students can be successful in school . . . . . ☐ (1) [39]

j) Assistance to teachers so that students can be successful in school . . . . . ☐ (1) [40]

k) Assistance with students' personal concerns . . . . . ☐ (1) [41]

l) Information to parents so that they can help students grow socially and emotionally . . . ☐ (1) [42]

m) Information to teachers so that they can help students grow socially and emotionally . . ☐ (1) [43]

n) Opportunities for students to participate in career, educational, or volunteer experiences outside the school . . . . . ☐ (1) [44]

o) Opportunities for community members to become involved in the school . . . . . ☐ (1) [45]

D. COMMENTS

209

THANK YOU VERY MUCH FOR COMPLETING THIS SURVEY.

APPENDIX H

Supervisory Officer Questionnaire

Supervisory Officer Questionnaire

CEDSS GUIDANCE SERVICES SUB-COMMITTEE

PERCEPTIONS OF GUIDANCE SERVICES IN SCARBOROUGH

Below are listed 15 general objectives for Guidance Departments in secondary schools. Please indicate whether you think each is important by circling Y (Yes), N (No), or DK (Don't Know) in column one. Of the 15 objectives, indicate the five you consider to be most important by placing an "X" in each of five boxes in column two.

Then, based on your own impressions and/or the feedback you have received as a supervisory officer, please indicate your opinion of the level of the guidance services related to each of the 15 objectives by circling one number per objective (1=poor to 5=excellent, or DK) in column three.

Objective	Col. 1: Is It Important?	Col. 2: 5 Most Important	Col. 3: Your Evaluation of Level of Services (1=poor, 5=excellent)
To provide:			
a) information to students about a variety of careers	Y N DK	☐	1 2 3 4 5 DK
b) assistance to students in career planning	Y N DK	☐	1 2 3 4 5 DK
c) assistance to students in educational planning	Y N DK	☐	1 2 3 4 5 DK
d) information to parents to assist students in their career planning . .	Y N DK	☐	1 2 3 4 5 DK
e) information to parents to assist students in their educational planning	Y N DK	☐	1 2 3 4 5 DK
f) information to teachers to assist students in their career planning . .	Y N DK	☐	1 2 3 4 5 DK
g) information to teachers to assist students in their educational planning	Y N DK	☐	1 2 3 4 5 DK
h) assistance to students so that they can by successful in school	Y N DK	☐	1 2 3 4 5 DK
i) assistance to parents so that students can be successful in school	Y N DK	☐	1 2 3 4 5 DK
j) assistance to teachers so that students can be successful in school	Y N DK	☐	1 2 3 4 5 DK
k) assistance with students' personal concerns	Y N DK	☐	1 2 3 4 5 DK

Objective	Col. 1: Is It Important?	Col. 2: 5 Most Important	Col. 3: Your Evaluation of Level of Services (1=poor, 5=excellent)
l) information to parents so that they can help students grow socially and emotionally	Y N DK	☐	1 2 3 4 5 DK
m) information to teachers so that they can help students grow socially and emotionally	Y N DK	☐	1 2 3 4 5 DK
n) opportunities for students to participate in career, educational, or volunteer experiences outside the school	Y N DK	☐	1 2 3 4 5 DK
o) opportunities for community members to become involved in the school . . .	Y N DK	☐	1 2 3 4 5 DK

COMMENTS:

THANK YOU FOR YOUR CO-OPERATION.

SHOULD YOU HAVE ANY QUESTIONS REGARDING THE QUESTIONNAIRE, CONTACT DR. H. J. DILLING, RESEARCH DIRECTOR, 296-7521.

RETURN TO: Research Centre
Program Department, Level 2
Scarborough Board of Education
140 Borough Drive
Scarborough, Ontario M1P 4N6

APPENDIX I

Trustee Questionnaire

Trustee Questionnaire

CEDSS GUIDANCE SERVICES SUB-COMMITTEE

PERCEPTIONS OF GUIDANCE SERVICES IN SCARBOROUGH

Below are listed 15 general objectives for Guidance Departments in secondary schools. Please indicate whether you think each is important by circling Y (Yes), N (No), or DK (Don't Know) in column one. Of the 15 objectives, indicate the five you consider to be most important by placing an "X" in each of five boxes in column two.

Then, based on your own impressions and/or the feedback you have received as a trustee, please indicate your opinion of the level of the guidance services related to each of the 15 objectives by circling one number per objective (1=poor to 5=excellent, or DK) in column three.

Objective	Col. 1: Is It Important?	Col. 2: 5 Most Important	Col. 3: Your Evaluation of Level of Services (1=poor, 5=excellent)
To provide:			
a) information to students about a variety of careers	Y N DK	☐	1 2 3 4 5 DK
b) assistance to students in career planning	Y N DK	☐	1 2 3 4 5 DK
c) assistance to students in educational planning	Y N DK	☐	1 2 3 4 5 DK
d) information to parents to assist students in their career planning . .	Y N DK	☐	1 2 3 4 5 DK
e) information to parents to assist students in their educational planning	Y N DK	☐	1 2 3 4 5 DK
f) information to teachers to assist students in their career planning . .	Y N DK	☐	1 2 3 4 5 DK
g) information to teachers to assist students in their educational planning	Y N DK	☐	1 2 3 4 5 DK
h) assistance to students so that they can by successful in school	Y N DK	☐	1 2 3 4 5 DK
i) assistance to parents so that students can be successful in school	Y N DK	☐	1 2 3 4 5 DK
j) assistance to teachers so that students can be successful in school	Y N DK	☐	1 2 3 4 5 DK
k) assistance with students' personal concerns	Y N DK	☐	1 2 3 4 5 DK
	216	277	

Objective	Col. 1: Is it Important?	Col. 2: 5 Most Important	Col. 3: Your Evaluation of Level of Services (1=poor, 5=excellent)
l) information to parents so that they can help students grow socially and emotionally	Y N DK	☐	1 2 3 4 5 DK
m) information to teachers so that they can help students grow socially and emotionally	Y N DK	☐	1 2 3 4 5 DK
n) opportunities for students to participate in career, educational, or volunteer experiences outside the school	Y N DK	☐	1 2 3 4 5 DK
o) opportunities for community members to become involved in the school . . .	Y N DK	☐	1 2 3 4 5 DK

COMMENTS:

THANK YOU FOR YOUR CO-OPERATION.

SHOULD YOU HAVE ANY QUESTIONS REGARDING THE QUESTIONNAIRE, CONTACT DR. H. J. DILLING, RESEARCH DIRECTOR, 296-7521.

RETURN TO: Research Centre
Program Department, Level 2
Scarborough Board of Education
140 Borough Drive
Scarborough, Ontario M1P 4N6

APPENDIX J

Business Community Questionnaires

1. Report on Business Experience Program
2. Business Community Questionnaire

REPORT ON BUSINESS EXPERIENCE PROGRAM

Counsellor: _____ School: _____

Company Visited: _____ Date of Visit: _____

Address of Company: _____

_____

Contact Person: _____ Telephone No.: _____

Type of Business: _____

Check which of the following services the company is prepared to provide:

1. Career Day Presentations ☐
2. Career Consultation with individual pupils (e.g., interviews at their offices) ☐
3. Pupil tours of company facilities ☐
4. Work Experience Programs (e.g., Business & Commerce pupils going out for a week) ☐
5. Cooperative Education ☐
6. Published information (e.g., career literature) ☐
7. Will the company contact schools re: job openings?
   Full-time positions ☐
   Part-time/summer positions ☐
8. Generally, what qualifications and personal characteristics are they looking for when they recruit?

   _____
   _____
   _____
   _____
   _____
   _____

9. Manpower requirements for the next 2-3 years:

   _____
   _____
   _____
   _____

10. Types of positions available to:

(a) High school drop-out: _____

(b) Vocational school graduate: _____

(c) Occupational school graduate: _____

(d) Grade 12/13 graduate: _____

(e) CAAT graduate: _____

(f) University graduate: _____

(g) Private Vocational School graduate: _____

(h) Apprenticeship candidates (specify areas): _____

(i) Journeyman (specify areas): _____

11. Please note any other information you found to be of value or interest:

_____

Revised:
81 09

Return To: GEORGE DENNY
Level 3

Business Community Questionnaire

CEDSS GUIDANCE SERVICES SUB-COMMITTEE

PERCEPTIONS OF GUIDANCE SERVICES IN SCARBOROUGH

INTRODUCTION

The Scarborough Board of Education is presently engaged in an extensive study of the guidance services it offers to the students, the parents, and the community at large. The study is based on a co-operative evaluation model developed by the Ontario Ministry of Education.

The questions we want to ask you now have been designed to assess the needs of the business community and its perceptions of the guidance services provided in the schools.

Question #1

Following is a list of skills which a guidance counsellor might help students develop as they plan and prepare for careers. Please check the three that you consider to be most important.

1. Work Attitudes (e.g., initiative, attendance, punctuality) . . . . . ☐
2. Decision Making and Problem Solving Skills . . . ☐
3. Job Search Techniques . . . . . ☐
4. Inter-personal Relationships . . . . . ☐
5. Résumé Writing . . . . . ☐
6. Time Management . . . . . ☐
7. Conflict Resolution . . . . . ☐
8. Job Interview Skills . . . . . ☐

Question #2

From your contact with counsellors, graduates, and students, how would you rate the effectiveness of career and vocational counselling being provided by guidance services? Please circle one number or "DON'T KNOW".

VERY INEFFECTIVE	INEFFECTIVE	NEUTRAL	EFFECTIVE	VERY EFFECTIVE	
-2	-1	0	+1	+2	DON'T KNOW

Question #3

What can guidance services do to assist you and your organization in communicating to students your current hiring requirements, as well as future trends in the job market?

THANK YOU FOR YOUR CO-OPERATION.

SHOULD YOU HAVE ANY QUESTIONS REGARDING THE QUESTIONNAIRE, CONTACT DR. H. J. DILLING, RESEARCH DIRECTOR, 296-7521.

RETURN TO: CEDSS Guidance Sub-committee
CEDSS Research Office
William Tredway Junior Public School
112 Sedgemount Drive
Scarborough, Ontario M1H 1X9

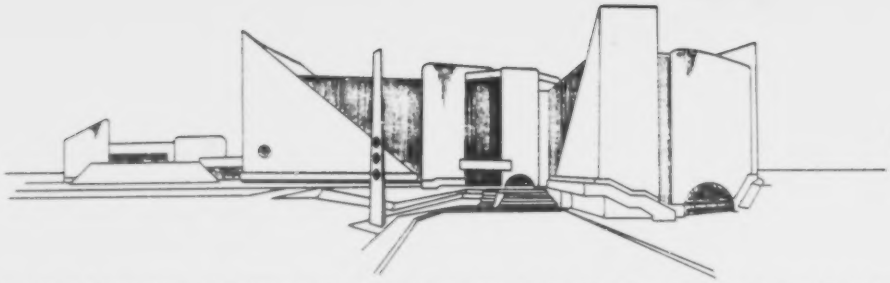
APPENDIX K

Covering Letters

1. Letter to Students - Collegiate/Secondary School/ Vocational School
2. Letter to Former Scarborough Students
3. Letter to Guidance Counsellors - Collegiate/ Secondary School/Vocational School
4. Letter to Parents - Grade 10/Grade 12
5. Letter to Teachers - Collegiate/Secondary School/ Vocational School
6. Letter to Supervisory Officers/Trustees
7. Letter to Business Community Representatives

W. A. PARISH
Director of Education
Secretary and Treasurer

J. J. WATT
Assistant Director
of Education



THE BOARD OF EDUCATION FOR THE BOROUGH OF SCARBOROUGH

EDUCATION CENTRE, 140 BOROUGH DRIVE, SCARBOROUGH, ONTARIO, M1P 4N6 TEL. 296-7111

QUESTIONS ABOUT GUIDANCE ? ? ?

Dear Student:

Today is your chance to share your opinions about guidance services with the people who can help shape these services for you.

This questionnaire is part of a system-wide evaluation which is being carried out in co-operation with the Ministry of Education. It is called a Co-operative Evaluation and Development of School Systems, or CEDSS. Guidance services is one of the areas being evaluated.

Please feel free to express your views frankly. Your replies are confidential.

Sincerely,

Alice J. McEachern
Assistant Superintendent of
Student and Community Services

J. J. Watt
Assistant Director of Education

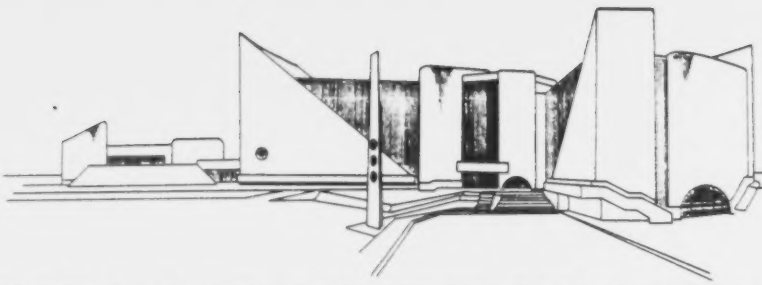
jd

PLEASE REMOVE THIS IDENTIFYING LETTER
BEFORE HANDING IN YOUR QUESTIONNAIRE

Finance, Personnel, Planning and Operations — W. D. MASON, Comptroller; C. R. MASON, Superintendent; J. W. WADE, Superintendent
Plant, Program, Student and Community Services — T. A. LENNARD, Superintendent; C. A. COWAN, Superintendent; J. P. McLOUGHLIN, Superintendent

W. A. PARISH
Director of Education
Secretary and Treasurer

J. J. WATT
Assistant Director
of Education



THE BOARD OF EDUCATION FOR THE BOROUGH OF SCARBOROUGH

EDUCATION CENTRE, 140 BOROUGH DRIVE, SCARBOROUGH, ONTARIO, M1P 4N6 TEL. 296-7111

QUESTIONS ABOUT GUIDANCE ? ? ?

Dear Former Student:

We need your opinion about the experiences you had with guidance services while you were in high school.

Only a few "former" students have been selected to complete this questionnaire. Your answers do count!

As you may know, the Scarborough Board of Education is conducting a system-wide evaluation in co-operation with the Ministry of Education. It is called a Co-operative Evaluation and Development of School Systems, or CEDSS. Guidance services is one of the areas being evaluated.

If you have any questions about the survey, please feel free to contact our Research Director, Dr. "Bud" Dilling, at 296-7521.

Return this questionnaire in the enclosed, self-addressed envelope by February 12th.

Your comments and answers will be kept confidential.

Sincerely,

Alice J. McEachern
Assistant Superintendent of
Student and Community Services

J. J. Watt
Assistant Director of Education

jd

PLEASE REMOVE THIS IDENTIFYING LETTER
BEFORE RETURNING YOUR QUESTIONNAIRE

Finance — W. D. MASON, Comptroller
Personnel — C. R. MASON, Superintendent
Planning and Operations — J. W. WADE, Superintendent

Plant — T. A. LENNARD, Superintendent
Program — C. A. COWAN, Superintendent
Student and Community Services — J. P. McLOUGHLIN, Superintendent

W. A. PARISH
Director of Education
Secretary and Treasurer

J. J. WATT
Assistant Director
of Education

THE BOARD OF EDUCATION FOR THE BOROUGH OF SCARBOROUGH

EDUCATION CENTRE, 140 BOROUGH DRIVE, SCARBOROUGH, ONTARIO, M1P 4N6 TEL. 296-7111

QUESTIONS ABOUT GUIDANCE ? ? ?

Dear Guidance Counsellor:

Do you often feel that you want to communicate with someone concerning your role? This questionnaire gives you the opportunity to share your views and feelings with those who will be able to make recommendations concerning guidance services.

As you know, the Scarborough Board of Education is conducting a system-wide evaluation in co-operation with the Ministry of Education. It is called a Co-operative Evaluation and Development of School Systems, or CEDSS. Guidance services is one of the areas being evaluated.

Yes, you can be frank. Your answers will be held in confidence.

If you have any questions about the survey, please feel free to contact our Research Director, Dr. "Bud" Dilling, at 296-7521.

Guidance services in Scarborough can only benefit by your candid and careful response.

Sincerely,

Alice J. McEachern
Assistant Superintendent of
Student and Community Services

J. J. Watt
Assistant Director of Education

jd

PLEASE REMOVE THIS IDENTIFYING LETTER
BEFORE HANDING IN YOUR QUESTIONNAIRE

Finance — W. D. MASON, Comptroller
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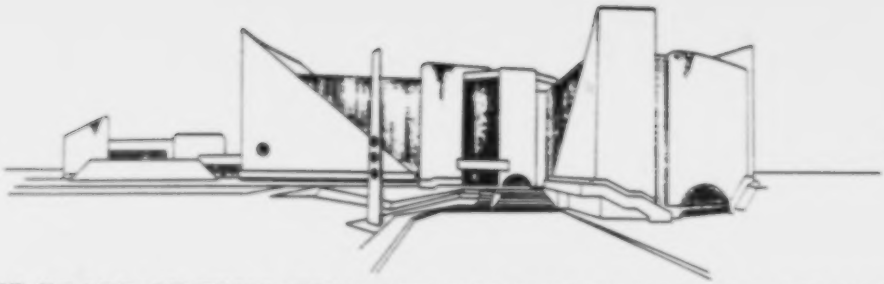
Assistant Director
of Education



THE BOARD OF EDUCATION FOR THE BOROUGH OF SCARBOROUGH

EDUCATION CENTRE, 140 BOROUGH DRIVE, SCARBOROUGH, ONTARIO, M1P 4N6 TEL. 296-7111

QUESTIONS ABOUT GUIDANCE ? ? ?

February, 1982

Dear Parent:

Have you ever asked yourself about the guidance services in our secondary schools?

This is your opportunity to tell the Scarborough Board of Education your views and opinions about guidance services. To take advantage of this opportunity, please fill in the enclosed questionnaire.

As you may know, the Scarborough Board of Education is conducting a system-wide evaluation in co-operation with the Ministry of Education. It is called a Co-operative Evaluation and Development of School Systems, or CEDSS. Guidance services is one of the areas being evaluated.

Only a few parents have been selected to take part in this study; therefore, we are counting on your response. Recommendations (which will improve the services your son/daughter will receive) will be made on the basis of the results from all who are surveyed.

If you have any questions about the survey, please feel free to contact our Research Director, Dr. "Bud" Dilling, at 296-7521.

Please return this questionnaire in the enclosed, self-addressed envelope by February 12th.

Your comments and answers will be kept confidential.

Sincerely,

A. J. McEachern,
Assistant Superintendent,
Student and Community Services

J. J. Watt,
Assistant Director of Education

/mde

PLEASE REMOVE THIS IDENTIFYING LETTER
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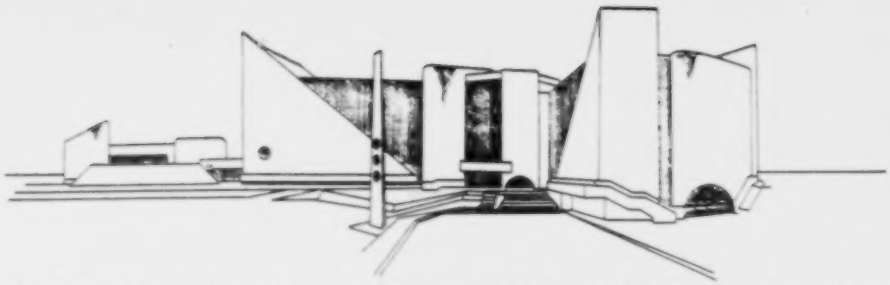
Director of Education
Secretary and Treasurer

J. J. WATT
Assistant Director
of Education



THE BOARD OF EDUCATION FOR THE BOROUGH OF SCARBOROUGH

EDUCATION CENTRE, 140 BOROUGH DRIVE, SCARBOROUGH, ONTARIO, M1P 4N6 TEL. 296-7111

QUESTIONS ABOUT GUIDANCE ? ? ?

Dear Teacher:

Many questions are asked about guidance--by students, parents, trustee, and others. In this questionnaire, you have an opportunity to answer many of these questions.

Guidance services is one of the areas being evaluated as part of the system-wide evaluation which is being carried out in co-operation with the Ministry of Education. It is called a Co-operative Evaluation and Development of School Systems, or CEDSS.

Your comments and answers will be kept confidential.

We need your perspective to complete our overview.

Sincerely,

Alice J. McEachern
Assistant Superintendent of
Student and Community Services

J. J. Watt
Assistant Director of Education

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TO SUPERVISORY OFFICERS AND TRUSTEES

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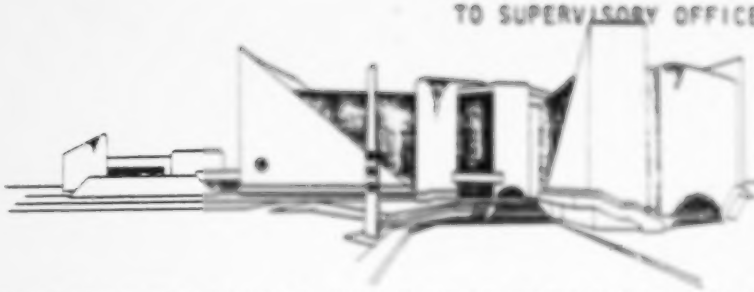
Director of Education
Secretary and Treasurer

J. J. WATT
Assistant Director
of Education



THE BOARD OF EDUCATION FOR THE BOROUGH OF SCARBOROUGH

EDUCATION CENTRE, 140 BOROUGH DRIVE, SCARBOROUGH, ONTARIO, M1P 4N6 TEL. 296-7111

February 11, 1982

Dear

The Guidance Services Sub-committee of our Co-operative Evaluation and Development of School Systems (CEDSS) project is asking for your input before formulating recommendations. It would be appreciated, therefore, if you would complete the attached questionnaire regarding guidance services in secondary schools and return it in the enclosed return envelope by February 16, 1982.

In addition, the sub-committee would like you to be aware of all the other groups being asked to respond to questionnaires on guidance services. These groups are listed on the attached form. Should you wish to see copies of any of these questionnaires, please check the appropriate boxes and return the form to the Research Centre, Program Department, Level 2.

After your review of the questionnaires sent to other groups, you are invited to respond to any of the other issues represented, if you wish.

Sincerely,

A. J. McEachern
Assistant Superintendent of
Student and Community Services

J. J. Watt
Assistant Director of Education

jd

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Student and Community Services — J. P. McLOUGHLIN, Superintendent

CEDSS

GROUPS SURVEYED RE GUIDANCE SERVICES

1. Collegiate Students (Grades 10 and 12) . . . . . ☐
2. Secondary School Students (Grades 10 and 12) . . . . . ☐
3. Vocational School Students (Grades 10 and 12) . . . . . ☐
4. Collegiate Teachers . . . . . ☐
5. Secondary School Teachers . . . . . ☐
6. Vocational School Teachers . . . . . ☐
7. Parents of Collegiate Students (Grades 10 and 12) . . . . . ☐
8. Parents of Secondary School Students (Grades 10 and 12) . . . . . ☐
9. Parents of Vocational School Students (Grades 10 and 12) . . . . . ☐
10. Former Students (S.S.H.G.D.; S.S.G.D.; and No Diploma) . . . . . ☐
11. Collegiate Guidance Counsellors . . . . . ☐
12. Secondary School Guidance Counsellors . . . . . ☐
13. Vocational School Guidance Counsellors . . . . . ☐
14. Business Officials . . . . . ☐
15. Supervisory Officers . . . . . ☐
16. Trustees . . . . . ☐

Name: _____

TO BUSINESS COMMUNITY REPRESENTATIVES

W. A. PARISH
Director of Education
Secretary and Treasurer

J. J. WATT
Assistant Director
of Education

THE BOARD OF EDUCATION FOR THE BOROUGH OF SCARBOROUGH

EDUCATION CENTRE, 140 BOROUGH DRIVE, SCARBOROUGH, ONTARIO, M1P 4N6 TEL. 296-7111

QUESTIONS ABOUT GUIDANCE ? ? ?

Dear

What can guidance counsellors do to help students prepare for employment? What can you do to help the counsellors help the students?

You can give us help immediately by completing this questionnaire. The results of all the questionnaires will, in turn, help us make appropriate recommendations for shaping guidance services in the future.

As you may know, the Scarborough Board of Education is conducting a system-wide evaluation in co-operation with the Ministry of Education. It is called a Co-operative Evaluation and Development of School Systems, or CEDSS. Guidance services is one of the areas being evaluated.

Your have been selected to answer this questionnaire because of a previous contact made with you by a Scarborough guidance counsellor in connection with the 1981 Business Experience Program.

If you have any questions about this survey, please feel free to contact our Research Director, Dr. "Bud" Dilling, at 296-7521.

Please complete the questionnaire and return it in the enclosed, self-addressed envelope by February 12th.

Please help us to help your future employees.

Sincerely,

Alice J. McEachern
Assistant Superintendent of
Student and Community Services

J. J. Watt
Assistant Director of Education

jd

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APPENDIX L

Summary of Tables of Comments Made by Different Groups

1. Students
2. Former Students
3. Guidance Counsellors
4. Parents
5. Teachers
6. Supervisory Officers
7. Trustees

TABLE L.1

SUMMARY OF COMMENTS ABOUT SECONDARY SCHOOL GUIDANCE MADE BY STUDENTS

Comments	Number of Students Making the Comment					
	Grade 10			Grade 12		
	C.I.	S.S.	V.S.	C.I.	S.S.	V.S.
1. Need for more information on careers and future job prospects		8	3	23	10	3
2. Help get jobs or part-time jobs/advertise jobs		9	6		1	
3. Continue providing information by computer	4	1				
4. Need for guest speakers on different careers	4	1				
5. Provide information on careers earlier				4		
6. Need for more information re universities/community colleges/apprenticeships	7			16	3	3
7. Spend more time re courses for future careers	14				8	
8. Provide more work experience/ Co-operative Education	7	1	1			
9. Provide more help with school courses and course selection	1			5		1
10. Provide more options in school	3					
11. Provide more information on scholarships/bursaries				2		

TABLE L.1 (Continued)

Comments	Number of Students Making the Comment					
	Grade 10			Grade 12		
	C.I.	S.S.	V.S.	C.I.	S.S.	V.S.
12. Should help more with personal problems	13	3	1	14	9	
13. Should not be involved in personal problems			1	8	4	
14. Should help with self-discipline				2		
15. Satisfied with guidance	35	14	5	38	19	6
16. Students are not aware of guidance services/should be more visible	19	3		27	1	
17. Have to wait too long for appointment	10	3		14	9	
18. Did not use/seldom used guidance	15	6		8		
19. Dissatisfied with guidance . . .	7			14		
20. Teachers need to be more concerned with students in class, rather than outside class	9					
21. Guidance is understaffed				7	1	
22. Received incorrect information from guidance/should give better advice				5	2	
23. Students should be permitted to choose their own counsellors	2	2		2		

TABLE L.1 (Continued)

Comments	Number of Students Making the Comment					
	Grade 10			Grade 12		
	C.I.	S.S.	V.S.	C.I.	S.S.	V.S.
24. Teachers and counsellors need to relate better to students/treat as adults, not children				3		2
25. Need to provide more community involvement				4		
26. Need for more parent/teacher/ counsellor communication				4		
27. Should keep information private from teachers and parents				2	1	
28. Guidance should be mandatory . .		2		1		
29. Need for better organization . .				2		
30. Need for longer interviews . . .					1	1
31. Need for younger counsellors that can relate to young people	2					
33. Survey was useful/interesting/ helpful	29			22		
34. Survey was not specific enough/ was pointless	16			12		
35. Survey was inappropriate for Grade 10 students because they have received no information on colleges and universities . .	8					

TABLE L.2

SUMMARY OF COMMENTS ABOUT SECONDARY SCHOOL GUIDANCE MADE BY FORMER STUDENTS

Comments	Number of Former Students Making the Comment		
	No Diploma	Gr.12 Grads.	Gr.13 Grads.
1. Provide more emphasis on career planning for future/more Co-operative Education	12	3	16
2. Guidance is not geared to career planning, just to help drop subjects or change classes . .		15	
3. Should have "Career Week" more often		5	
4. Set up volunteer opportunities to test feelings about different careers	3		
5. Need for more, and up-to-date, information on colleges and universities		12	23
6. Need for better information on courses required for certain careers		12	
7. Should not coerce students into courses and programs not wanted		5	
8. Provide more information on scholarships/ bursaries			4
9. Stress importance of role of education for the future			3
10. Emphasize trades more for those not interested in academic pursuits	1		1
11. Provide more opportunities outside the classroom	1		
12. No help is provided for gifted students			1
13. Should deal more with personal problems	7		9
14. Should help students to mature in all ways . . .			5
15. Should make greater use of groups such as AA and Drug Addiction Centre	2		

TABLE L.2 (Continued)

Comments	Number of Former Students Making the Comment		
	No Diploma	Gr.12 Grads.	Gr.13 Grads.
16. Provide better discipline in schools through guidance			2
17. Satisfied with guidance	11	27	26
18. Guidance service should be more visible/ readily available	7	9	17
19. Dissatisfied with guidance	7	15	11
20. Guidance should be mandatory/is necessary	1	9	9
21. Never used guidance	2	3	6
22. Received incorrect information from guidance/advised to take irrelevant subjects			10
23. Asked for help, did not receive it	4		5
24. Students should be permitted to choose their own counsellors		5	4
25. Guidance needs a lot of improvements . . .		8	
26. Have to wait too long for appointment/ difficult to get	4		3
27. Stress guidance earlier (Grades 9-10) . .	3		3
28. Should encourage students to get involved with guidance		6	
29. Keep closer (monthly) check on students .		6	
30. Should show more care, interest, and consideration re individual student . . .		6	
31. Provide more information to parents re guidance		1	4

TABLE L.2 (Continued)

Comments	Number of Former Students Making the Comment		
	No Diploma	Gr.12 Grads.	Gr.13 Grads.
32. Should provide more time/ longer interviews		5	
33. Should depend on self also, not just guidance	1		3
34. Teachers gave more help than guidance	2		2
35. Teacher/counsellor/student communication is lacking	3		
36. Guidance is helpful only when the student needs help			3
37. Guidance should be more open-minded about male-female roles and careers			1
38. Guidance should be available during out-of-class time	1		
39. Teachers are lax about guidance			1
40. Liked survey/happy to give opinion	5	14	9
41. Survey should question quality of service, not availability			5

TABLE L.3

SUMMARY OF COMMENTS ABOUT SECONDARY SCHOOL GUIDANCE MADE BY GUIDANCE COUNSELLORS

Comments	Number of Counsellors Making the Comment		
	C.I.	S.S.	V.S.
1. Too many services are expected, making it difficult to do justice to any of them	8	3	
2. There is too much paper work (e.g., this survey)	6	3	
3. Workload of guidance is increased in schools with only one vice-principal	3		
4. Need more counsellors with in-depth training, (e.g., in careers, work world)	3		
5. Need for supply teacher to help in urgent matters and with work overload	2		
6. Need additional secretarial help, especially in semestered schools	2		
7. Overwhelmed with special needs in this type of school		2	
8. Difficult to assess the proportion of students needing services	1		
9. Services should be available, but not compulsory	1		
10. Need more parent-student contact	1		
11. Need more community involvement/careers should be discussed weekly on a scheduled basis	1		
12. Satisfied with schools and how we are coping with them (e.g., Co-operative Education, etc.) . .	3	2	

NO ADDITIONAL COMMENTS

TABLE L.3 (Continued)

Comments	Number of Counsellors Making the Comment		
	C.I.	S.S.	V.S.
13. Overwhelming changes in society and needs of students in the last 15 years	1		NO ADDITIONAL COMMENTS
14. Less initiative is possible, because there is more central control	1		
15. Should do a comparative study of workload in semestered and non-semestered schools	5		
16. Survey makes little sense - would be interested in results		1	

TABLE L.4

SUMMARY OF COMMENTS ABOUT SECONDARY SCHOOL GUIDANCE MADE BY PARENTS

Comments	Number of Parents Making the Comment					
	Grade 10			Grade 12		
	C.I.	S.S.	V.S.	C.I.	S.S.	V.S.
1. Guidance people need more experience with outside work system to assist in career planning	20			14		
2. Need to start guidance (or career guidance) earlier	10		1	6	2	3
3. Teachers and guidance should be more realistic about the future re certain careers		3	1		2	1
4. Have career weeks (or days) with guest speakers		1		4		
5. Provide mandatory aptitude test in Grade 10 to assist in selection of future career	1	1			1	
6. There is discrimination against girls in the technical field		1				
7. Career information (computer printout) obtained was not helpful					1	
8. Students should be made more aware of choice of subjects leading toward futher education or careers	21			16		3
9. Students have too many options/there should be more compulsory subjects	4	1	1	2	1	
10. Need more apprenticeships and training out of school		1				6
11. Place emphasis on improvement in reading, math, etc.			2			

TABLE L.4 (Continued)

Comments	Number of Parents Making the Comment					
	Grade 10			Grade 12		
	C.I.	S.S.	V.S.	C.I.	S.S.	V.S.
12. Conflicting view of teachers and guidance regarding subjects confuses students	2					
13. Guidance should keep up-to-date regarding changes in requirements for courses in colleges and universities						1
14. Large institutions are too impersonal		1				
15. School has too many students	1					
16. Need to police the change rooms to discourage theft and vandalism	1					
17. Guidance should have more to do with emotional growth/personal problems of students	2	3				3
18. Emphasize responsibility and appropriate behaviour both in school and out			2			
19. Guidance should not interfere with personal family matters		1				
20. Introduce the "Peer Project"		1				
21. Need to keep parents better informed about guidance services	19	8	3	20	6	4
22. Dissatisfied with guidance	28	6	1	12	4	4
23. Have parent-guidance meetings periodically (monthly, weekly) for update on students	30	1		16	3	

TABLE L.4 (Continued)

Comments	Number of Parents Making the Comment					
	Grade 10			Grade 12		
	C.I.	S.S.	V.S.	C.I.	S.S.	V.S.
24. Satisfied with guidance	11	4	2	10	4	2
25. Guidance should be mandatory/ is necessary	7	1		6	2	
26. Students have to wait too long for an appointment	11	1		4		
27. Need to upgrade quality of counsellors	13			2		
28. Have had no (or little) contact with guidance	4	4	1		3	
29. Need to interview each student at least once a year and not just if there is a problem at home	9	1		1	1	
30. Guidance should be available during out-of-class time	5	1			2	
31. Should show more concern for average student	5			3		
32. Asked for help, did not receive it . .		2	1			3
33. Guidance Department should be made visible in school	1	1			1	
34. Have assembly presentations on general problems	1	1			1	
35. Foster parent-guidance co-operation . .					2	
36. Emphasize discipline				1	1	
37. Guidance is not necessary					2	
38. Information provided needs to be more consistent						1
39. More time needed to choose options . .	1					

TABLE L.4 (Continued)

Comments	Number of Parents Making the Comment					
	Grade 10			Grade 12		
	C.I.	S.S.	V.S.	C.I.	S.S.	V.S.
40. Confidentiality between guidance and students should be maintained	1					
41. Guidance is inadequate at the elementary level where it is needed most					1	
42. Should treat students more like adults			1			
43. Not enough help provided for the handicapped			1			
44. Welcome ethnic parents as well as the rest of the population						1
45. More questionnaires on guidance information	4	1		4	1	
46. Want to know results of survey		1				

TABLE L.5

SUMMARY OF COMMENTS ABOUT SECONDARY SCHOOL GUIDANCE MADE BY TEACHERS

Comments	Number of Teachers Making the Comment		
	C.I.	S.S.	V.S.
1. Students need more information to assist career planning			2
2. Provide Career Day where professions and careers can be discussed	1		
3. Too much stress is placed on career planning	1		
4. Encourage Co-operative Education and make students aware of it		6	3
5. Counsellors should have more knowledge of courses offered in secondary schools so that they are better able to advise students re course selection	8		
6. Counsellors should have more knowledge of courses and subjects required for particular careers		4	
7. Provide placement tests for E.S.L. students and other students with special needs (minimizes grade changes throughout year)	1	1	
8. Guidance does not meet the needs of students in Special Education Programs	2		
9. Provide interest and aptitude tests early in Grade 9 (option choices can then be more realistic)			1
10. Instill sound work habits to make studies easier; suitable career is then almost inevitable	1		
11. Place more emphasis on successful completion of educational interests	1		

TABLE L.5 (Continued)

Comments	Number of Teachers Making the Comment		
	C.I.	S.S.	V.S.
12. Social and emotional needs of students should be first priority in vocational schools, then career counselling (guidance is too university oriented for vocational schools)			4
13. Counsellors spend too much time on personal problems of students		3	
14. Need to increase (shop) teacher-guidance communication	23	14	7
15. Guidance provides excellent/adequate service	14	9	4
16. Counsellors should be more experienced in the outside world if they are to counsel students well	7	2	4
17. Teachers have better knowledge than guidance to assist students in educational and career choices	10		
18. Should report to teachers why a student wishes to drop a class or subject	6	3	
19. Counsellors should teach at least one regular class per day	5	3	
20. There are too many part-time and too few full-time counsellors to provide proper coverage		4	4
21. Group guidance classes are required			5
22. More co-ordination required between efforts of guidance and timetabling committee	3		
23. Should provide one period per cycle to cover educational, career, and social concerns	1		

TABLE L.5 (Continued)

Comments	Number of Teachers Making the Comment		
	C.I.	S.S.	V.S.
24. A guidance course for one term should be available for all students			1
25. Make guidance more visible to students	1		
26. Guidance has too much paper work and not enough time for students			1
27. Questionnaire should have provided a "SOMETIMES" alternative as well as "YES" and "NO" (difficult to make choices)	10		

TABLE L.6

SUMMARY OF COMMENTS ABOUT SECONDARY SCHOOL GUIDANCE MADE BY SUPERVISORY OFFICERS

Comments	Number of Supervisory Officers Making the Comment
1. Counsellors deserve a great deal of credit . . .	1
2. Counsellors have the difficult task of meeting varying needs of individuals with a myriad of background strengths and concerns .	1
3. Counselling success goes unrecognized; we often hear of "failures"	1
4. The focus should vary with the age of the student	1
5. The decision about who provides the information, and how, should remain with the principal and whole staff	1
6. Guidance is best at helping with personal needs of students, and then career and educational planning	1
7. The reality is that all the objectives on the survey are important, though meeting them is too much to ask of guidance. Perhaps guidance could co-ordinate the activities of school administrators, department heads, assistant heads, etc., so that all objectives could be met	1
8. The degree of counsellor-teacher-parent communication depends largely on the guidance head and the principal	1
9. Excellent advice is often not accepted by parents and students	1
10. Concerned with the amount of time spent on general administrative tasks (e.g., timetabling)	1
11. Subject teachers (and sometimes principals) may distrust guidance because students bring their complaints to guidance	1

TABLE L.7

SUMMARY OF COMMENTS ABOUT SECONDARY SCHOOL GUIDANCE MADE BY TRUSTEES

Comments	Number of Trustees Making the Comment
1. A description of the expectations at the university and college levels compared to the collegiate level would be beneficial	1
2. Guidance personnel should assist students with personal problems, but it is not their primary objective. Consequently, this service should not use up the major portion of their time	1
3. Guidance should be available from 8:30 a.m. to 5:00 p.m.	1
4. Seminars should be run in the evenings to help inform parents about educational and career choices	1
5. A former collegiate student in the Scarborough system suggested that some younger guidance personnel would be beneficial; they could relate better to students	1
6. Guidance teachers must constantly avail themselves of in-service training and updating seminars to keep abreast of career changes	1
7. It is difficult to limit the choice of services listed on the questionnaire to the most important five	1